

Childminder report

Inspection date: 23 February 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder's leadership and management is weak. Gaps in knowledge and self-evaluation result in breaches of the requirements of the early years foundation stage. This has a detrimental impact on children's outcomes. There are significant weaknesses in the provision and curriculum for children who may require additional support. The childminder struggles to meet the needs of children who attend. While she identifies that some children need additional support from outside agencies, she does not know how to acquire this. A failure to seek the support of relevant professionals promptly, means that gaps in children's learning and development continue to widen over time. Children's needs are not met. Consequently, children do not thrive and are not prepared well for the next stage in their learning and eventual move to school.

There are limited opportunities for children to build upon their existing knowledge and skills. The childminder does not plan or provide a curriculum that supports children to make good progress. Interactions with children are, overall, weak and do not support their overall behaviour or the next steps in their learning. For example, when beginning to join in children's play, the childminder is regularly distracted by the need to offer reassurance and comfort to children who are distressed. This results in the needs of other children not being adequately met. That said, the childminder has a good understanding of safeguarding and child protection issues. She conducts regular risk assessment checks to help maintain the environment. This helps to ensure that children are kept safe from harm.

What does the early years setting do well and what does it need to do better?

- The childminder's self-evaluation is weak. Although she recognises some gaps in her knowledge, she does not take appropriate action to address this. For example, professional development opportunities have focused on the completion of mandatory training. Opportunities to enhance the childminder's knowledge and understanding in key aspects of practice, such as the provision for children with SEND, have not been prioritised. The childminder does demonstrate a determination to address weaknesses and improve.
- Poor knowledge and understanding leads to the failure to meet the needs of some children which has a significant impact on their development. Despite identifying when some children may need extra help, the childminder is unsure of how to seek further advice and support from other professionals. This means that some children do not receive the support they require for considerable amounts of time. As a result, the childminder struggles to adequately meet the needs of children and children make poor progress.
- The childminder is unclear in what she intends children to learn. She does not purposefully plan opportunities to teach children key skills and knowledge in a

sequential way. Much of children's learning is incidental. Despite observing and assessing children's progress, identified next steps are not precise enough and are not used to develop an ambitious curriculum which supports children to make progress.

- Children are free to choose from a variety of resources and are relied upon to initiate their own learning. The childminder, when able, joins in children's play and talks to them about what they are doing. She uses these opportunities to introduce new words to enhance children's vocabulary. For example, as children build towers, the childminder introduces the word 'structure'. That said, opportunities to join and extend children's play are limited. This does not effectively support children's learning.
- Children enjoy a variety of trips in the local area and further afield. For example, following children's interest in monkeys, the childminder planned a visit to the zoo. Opportunities for children to safely explore the local area supports them in developing an understanding the world around them.
- The childminder provides a variety of healthy meals and snacks. Children are reminded of the importance of leading a healthy lifestyle. They are supported to clean their hands before they eat and to drink only from their own water bottle. Children have plentiful opportunities to play both in the childminder's garden and at the local park. This contributes to children's good health.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
put in place appropriate training that strengthens skills and knowledge and that promotes a clear understanding of the role and responsibilities in order to provide good quality early years provision	28/05/2024
plan and implement a carefully sequenced curriculum that meets children's individual learning needs.	28/05/2024

To further improve the quality of the early years provision, the provider should:

- strengthen arrangements in place to support children with SEND that helps to ensure any developmental needs or concerns are shared with relevant agencies and that support is promptly secured
- implement robust self-evaluation procedures in order to identify and address any weaknesses in practice and target future professional development.

Setting details

Unique reference number	EY454292
Local authority	Lancashire
Inspection number	10308389
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder was registered in 2012 and lives in Oswaldtwistle, Lancashire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector jointly evaluated an activity provided.
- The views of parents were considered as part of the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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