

Childminder report

Inspection date:

6 September 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not provided Ofsted with all of the necessary information to complete the required checks to ensure that any persons who live on the premises are suitable. This significantly compromises children's safety.

The childminder finds out information from parents about children's abilities when they first start. She knows children well and plans for what they need to learn next. She encourages children to develop their mathematical skills. Older children use straws to make shapes, such as a 'square'. The childminder helps younger children to learn about numbers. For example, she counts as children walk down steps.

The childminder offers a welcoming environment. Parents say that the childminder is flexible if they need to change times of children's attendance. She is understanding and shows children love and care.

Children are happy and show a positive attitude to learning. They demonstrate that they have a positive relationship with the childminder and their peers.

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

- The childminder has not provided Ofsted with the necessary information to enable the required checks to be carried out for all persons who live on the childminding premises. This compromises children's safety because these persons are present when the childminder cares for children.
- The childminder talks to parents about children's learning in her setting and shows them pictures of children's activities. However, she does not consistently offer parents ideas about how they can continue to support their children's learning at home, such as to develop an interest in books.
- The childminder supports children's communication and language skills effectively. For example, she asks older children a range of questions that help them to develop their thinking skills. The childminder repeats what younger children say. This helps them to hear the correct pronunciation of words.
- The childminder helps children to develop their literacy skills. For example, she makes sounds that represent letters of the alphabet. When she reads children a story, she uses different tones and pitches in her voice to help maintain children's interest and engagement.
- The childminder has not precisely targeted professional development to help her raise the quality of her teaching to an even higher level.
- The childminder encourages children to develop their understanding of positive behaviour. For example, she gives them gentle reminders to take turns. Consequently, children learn to share and behave well.
- Children demonstrate a good understanding of technology. For example,

younger children press buttons on electronic equipment and listen carefully to the sound that they make.

- The childminder provides children with opportunities to be physically active. For example, younger children wiggle their bodies when they hear music. They show good balance and coordination when they walk across a wooden beam. Older children lift large beanbags to build a tower, demonstrating their upper body strength.
- Since her last inspection, the childminder has made positive changes to her garden, which now provides more opportunities for children to develop their imagination. For example, children run toy cars along plastic guttering and pretend it is a road.
- The childminder offers children healthy snacks and meals and provides opportunities for them to try different foods. For example, she encourages children to taste cherries.
- The childminder works with other settings children also attend. She shares information with the staff who work there about children's development to promote consistency in their learning.
- The childminder provides opportunities for children to broaden their experiences, for example to learn about their local community.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised due to the childminder allowing unvetted persons access to minded children. However, the childminder is able to identify the signs and symptoms that may suggest a child is at risk of harm. She knows where to report concerns about children's safety and welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the necessary information to enable the required checks to be carried out, to ensure that any persons who live on the premises are suitable.	09/09/2019

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

- offer parents ideas about how they can support their children's learning at home

- explore professional development opportunities to help extend teaching and raise learning outcomes for children to an even higher level.

Setting details

Unique reference number	EY405092
Local authority	Lincolnshire
Inspection number	10074412
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Lincoln. She operates all year round from 6.30am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector viewed the areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through discussion and consideration of the written feedback provided.

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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