

Childminder report

Inspection date:

28 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting happy and eager to find their friends. They settle quickly at activities and have fun as they play with the toys and resources on offer. However, children are not always challenged in their learning appropriately. The childminder's expectations are sometimes too high. Pre-school-aged children struggle to complete complex jigsaw puzzles that are not appropriate for their stage of development. Toddlers struggle to join in with some adult-led games such as 'picture lotto'. They become bored and start to distract older children.

Children have a good bond with the childminder and her assistants. They demonstrate that they feel safe and secure in their care, enjoying cuddles when they are tired or need comfort. Children continued to attend the setting throughout the COVID-19 (coronavirus) pandemic. They have adapted to changes such as their parents no longer coming into the setting.

Children respond well to reminders from the childminder to take care of their friends. They are learning to share toys with each other. They help tidy away the toys that they have been playing with and they are learning good manners. Children say 'please' and 'thank you' for their meal, without being reminded to do so.

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

- The childminder has a good understanding of individual children's interests and the activities that they like to take part in. However, when planning the curriculum, she focuses entirely on supporting children's emotional well-being. This has led to a narrow curriculum that does not promote children's development and skills across all areas of learning fully. Furthermore, when implementing group activities the childminder does not make sure that children of different ages are included appropriately to meet their individual learning needs.
- The childminder monitors the practice of her assistants and encourages and supports them to undertake training and development opportunities. However, she has failed to identify the weaknesses within her own practice and knowledge. These include her own understanding of how children learn and develop.
- Children enjoy using their imaginations. They dress up as chefs and they cook and serve meals to customers in the role play restaurant. However, at times, the childminder over-directs children's play. As a result, children are not able to develop their own ideas and imagination fully as they play.
- Children learn about the world beyond the experience they have at home. They take part in activities that support them to learn about a range of cultures,

festivals and traditions. They have the opportunity to try new and varied food that would be eaten at part of cultural celebrations. Children develop an understanding of people, families and communities beyond their own. They are learning to respect each other and value each other's similarities and differences.

- Children benefit from opportunities to be physical and have fresh air and exercise in all weathers. They run around the childminder's garden chasing, throwing and kicking footballs. They climb confidently on a fixed climbing frame and have the opportunity to ride and steer wheeled toys.
- Children are developing positive attitudes to learning. They show curiosity and concentrate on activities that interest them. They have fun as they design and build rockets, robots and cars out of construction toys. However, on occasion some of the resources that children choose are incomplete. For example, after spending 20 minutes completing a jigsaw puzzle, a child discovers that there are several pieces missing. Children are not able to complete the activity to their own satisfaction.
- Children learn how to use the toilet independently and how to put on their own coats and shoes to play outside. However, good hygiene routines are not followed consistently. The childminder does not ensure that children wash their hands before they eat. This does not support children to develop an understanding of how to take care of themselves.
- The childminder uses a range of methods to keep parents updated about the time that their children spend in her care. She talks to them at drop-off and collection times and she sends them photos, videos and updates through the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well and ensures that the premises are safe and secure. She has procedures in place for the collection of children, to ensure that children only leave her care with adults authorised to collect them. The childminder and her assistants are clear about the signs and symptoms of abuse, neglect and exploitation. The childminder understands how to make referrals to the relevant agencies if there are any safeguarding concerns. The childminder follows effective recruitment and vetting procedures to ensure that assistants working with children are suitable to do so. She ensures that staff-to-child ratio requirements are maintained.

What does the setting need to do to improve?

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

	Due date
--	-----------------

provide children with planned, purposeful play activities that are appropriate for their individual age and stage of development and support their next steps in learning	16/07/2021
design and implement a broad curriculum that supports children to acquire the knowledge and skills needed to become successful learners.	16/07/2021

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

- undertake appropriate training and professional development opportunities to increase knowledge and understanding of how children learn and develop
- allow children more opportunities to use resources in their own way, follow their own ideas and develop their imagination
- ensure that all toys and resources provided for children are in good working order
- implement hygiene procedures more consistently to promote children's understanding of the importance of good hygiene.

Setting details

Unique reference number	2530451
Local authority	Lincolnshire
Inspection number	10195078
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Holbeach St Johns, Lincolnshire. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder works with assistants.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the childminder and discussed how her curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documents and evidence of the suitability of persons living in the household and those employed to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021