

# Childminder report

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Inspection date: 6 October 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and well-being are not assured because the childminder does not seek parents' written permission to administer medicine to children. Children are at risk of being given too much medicine because the childminder does not keep a written record of each time medicine is given to children. The childminder has provided overnight care for children. However, she has not discussed and shared full information with parents about the sleeping arrangements. Nevertheless, children are happy in the childminder's care and form strong attachments with her. They happily seek cuddles when they feel tired. Children are confident to explore, and listen to the childminder well. They behave well and show respect towards the childminder and her home.

Children are becoming confident talkers. They benefit from the childminder's calm and sensitive approach to encourage them to talk and share their ideas. Children demonstrate a good understanding as they listen to the childminder's guidance to turn jigsaw shapes to fit the space. They show good attention as they listen to stories that the childminder reads expressively.

Children enjoy regular trips with the childminder to the local park. They learn to climb safely on large play equipment, developing strength and coordination. Children learn how to keep themselves safe. They learn about road safety as they walk with the childminder in their local community.

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

- The childminder has not obtained parents' written permission to administer medicine to children and has acted on verbal instructions. She does not keep a written record each time a medicine is given to a child, as required. This does not keep children safe.
- The childminder does not share information fully with parents to enable an effective two-way flow of information, particularly with regard to the sleeping arrangements for children. The childminder has not provided adequate overnight sleeping arrangements to meet children's needs.
- The childminder has a good understanding of how children typically learn and develop. She takes time to get to know children well when they first start. The childminder helps children to build on what they know and can do. She provides a carefully sequenced curriculum to help ensure that children are ready for the next stage in their learning. The childminder assesses children's progress in learning and talks to parents about what their child needs to learn next.
- Children hear a rich and varied range of words as they play. The childminder introduces words to help them deepen their understanding. Children repeat words and remember them. For example, they remember the names of the

different colours they use when drawing pictures. The childminder regularly reads stories and sings songs with the children. She understands how this not only helps their communication and language development, but also helps to build early literacy skills. Children are starting to identify letters of the alphabet that they see in the environment. For instance, children name some letters in jigsaw puzzles.

- The childminder weaves mathematical ideas and language into conversation as children play. Children confidently and accurately count to three as they build towers with the childminder. The childminder encourages children to compare the size of the towers. Children know which tower is tall and which is short.
- Children receive lots of praise and encouragement. They learn about being polite and well mannered. The childminder is courteous towards children and gives them gentle reminders to use polite words as they play. She teaches children to share and take turns. For example, they share the building bricks and say 'thank you' when the childminder passes their cup of water to drink.
- The childminder helps children learn about the benefits of healthy lifestyles. She provides parents with guidance about healthy foods to put in children's lunch boxes. She ensures children have opportunities to play outside each day, either in the garden or on outings to the local park.
- The childminder's home is clean and tidy. She helps children to become independent in their self-care routines. The childminder teaches children to wash their hands often and provides good support when children are learning to manage their toileting needs.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are compromised as the childminder does not implement effective policies and procedures to administer medicines to children. This means that there is a risk of giving children too much medicine. The childminder knows the possible indicators of abuse and neglect. She knows what to do should she have any concerns about a child's welfare. The childminder has an appropriate knowledge of wider safeguarding issues, such as the risks to children of being exposed to extremist ideas.

## 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:**

	<b>Due date</b>
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obtain written permission from children's parents and/or carers to administer medicine to children, and keep a written record each time a medicine is administered to a child	13/10/2021
improve sharing of information with parents and/or carers to enable a regular two-way flow of information, in particular regard to the sleeping arrangements for children.	13/10/2021

## Setting details

<b>Unique reference number</b>	2617330
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10209477
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Peterborough. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Gail Warnes

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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