

Childminder report

Inspection date:

28 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Children's safety and welfare are compromised because the childminder's assistant does not have a secure knowledge of all safeguarding practice and procedures. That said, children are happy and enjoy their time in the childminder's care. Younger children laugh when they splash their hands in water. Children show positive relationships with their peers. For example, they play cooperatively with their friends in their imaginative play. Children pretend to be different characters when they play with dolls.

Younger children are not supported well enough to extend their learning, limiting the amount of progress they make. However, planning for older children meets their needs. They are encouraged to match shapes in the environment. For example, when they take an interest in identifying a rectangle and triangle, the childminder asks them to look for the same shapes in the room. They receive praise from the childminder when they excitedly point to a shape on the wall, and say it is a triangle. Younger children try to join in with planned activities that are not suitable for them. This impacts negatively on older children's ability to engage and concentrate. Parents are given information from the childminder about providing healthy lunches for their children. Children receive a nutritious snack from the childminder. However, the childminder does not consistently support children to learn the importance of washing their hands before eating.

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

- Despite the childminder's assistant completing child protection training, she does not have a good enough understanding of safeguarding. She is unaware of safeguarding issues, including the 'Prevent' duty guidance. She is unable to identify when children may be at risk of radicalisation or extreme views. This means that gaps in the assistant's knowledge put children at potential risk of harm.
- The childminder and her assistant plan a curriculum that follows the children's lead and takes into consideration their interests. However, the childminder does not understand precisely enough how to support younger children to progress in their learning. She does not plan for them to build on what they already know and can do. For example, she plans for one-year-old children to identify how they are feeling. These children are not ready for this stage of learning. This means that younger children do not make as much progress as they could.
- The childminder helps children to understand how to eat healthily and the benefits this has on their bodies. For example, she bakes with children and talks to them about foods that are good for them. Children say that healthy foods are vegetables, lettuce and cucumber. They tell visitors that these foods keep their bodies 'fit and healthy'. However, children are not fully supported to follow and

understand good hygiene routines. Children are not consistently supported to wash their hands before they eat.

- The childminder has taken some action to address weaknesses identified at the last inspection. However, some of these changes are not fully embedded and require further improvements. For example, not all planned activities are organised well enough to meet children's individual needs. Occasionally, activities are chaotic and this limits the childminder's ability to support the planned learning intention for older children.
- The childminder and her assistant encourage children to develop a love of books and stories. For example, hard backed books have recently been purchased for younger children to explore. The childminder's assistant helps younger children to develop their understanding of what they see in books. She points to pictures and names the objects. When older children play in a wooden playhouse, the childminder pretends to be a wolf and tries to blow the house down. Children join in with phrases they remember in favourite stories and say 'By the hair on my chinny, chin, chin'.
- The childminder promotes children's emotional well-being when they first start attending her setting. For example, she offers children settling-in sessions. This helps children to become familiar with herself and her home before they are left by their parents.
- The childminder plans outings to broaden the experiences children receive at home. For example, she takes children to learn about local attractions in the community, such as the beach, local parks and wildlife centres.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not ensure that her assistant has a secure understanding of child protection and safeguarding practice. Her assistant does not have an appropriate understanding of the signs that may indicate a child is at risk of harm from radicalisation or extreme views and beliefs. The assistant does not understand the procedure to follow if the childminder does not act on her concerns regarding a child's safety. This means that children's welfare is not assured. That said, the childminder understands how to identify the signs of abuse and where to report concerns about children's safety. She helps children to understand how they can keep themselves safe. For example, she talks to them about being kind to animals and not approaching dogs when they see them in the street.

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
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ensure that assistants are secure in their knowledge and understanding of a wide range of safeguarding concepts, including the 'Prevent' duty guidance and where to report concerns regarding children's safety and welfare	01/08/2022
improve knowledge of how to implement an effective curriculum and ensure that younger children can build on what they already know and can do.	04/08/2022

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

- consistently implement hand-hygiene practices to support children's understanding of the links between good hygiene and good health
- use planned activities more effectively to help support children's individual learning needs.

Setting details

Unique reference number	EY379633
Local authority	Lincolnshire
Inspection number	10219738
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 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	22 August 2016

Information about this early years setting

The childminder registered in 2008 and lives in Skegness, Lincolnshire. She operates all year round from 8.30am until 5.15pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and inspector completed a learning walk and discussed how the 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.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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