

# Childminder report

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Inspection date:

7 October 2022

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## **Overall effectiveness**

## **Inadequate**

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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 shared necessary information with Ofsted to ensure that persons living or working on the premises have their suitability checked. This is a breach of requirements and potentially impacts on children's overall safety.

Children show that they thoroughly enjoy being outside in the childminder's garden. They are physically active as they climb and balance on wooden beams. Older children use their legs to move balance bicycles, which helps them to develop strength in their bodies. Younger children are supported by the childminder's assistant as they learn to walk. They receive praise for their achievements as they hold supporting hands and are encouraged to take a few steps. Children solve problems in their play and show a positive attitude to learning. They experiment and take it in turns to roll different objects down pipes, such as conkers, acorns and potatoes. When they notice a potato does not go down as fast as the other items, they gently give it a push to make it go faster. Parents and carers say that they appreciate the range of activities the childminder offers their children, such as dancing, drawing and tasting new foods. They say the childminder and her assistant are kind, funny and caring.

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

- The childminder has not followed the correct procedures to provide Ofsted with information about all adults who live or work on the premises. This means that the checks for these adults have not been completed to verify their suitability. These adults have contact with children that may impact negatively on children's safety and welfare.
- The childminder promotes children's emotional well-being effectively. For example, when children first start attending, they are invited to attend settling-in sessions. This helps children to become familiar with the childminder, her assistant and her home. The childminder shows children pictures that represent different routines in the day. This helps them to understand what will happen next.
- The childminder and her assistant encourage children to share. One example of this is when children play imaginatively with pretend food. They are supported to share this food with their friends who play alongside them. Children show good manners and are very polite. When they offer to share the play food, their friends say, 'thank you.'
- The childminder shares photos and talks to parents about activities children have enjoyed during the day. However, she does not support all parents to understand how they can support their children's learning further at home.
- The childminder encourages children to complete tasks on their own. This helps them in preparation for future learning. For example, children take off their

shoes and use a step to reach the sink to wash their own hands. This helps to promote effective hand hygiene routines.

- Overall, the childminder supports children's communication and language skills well. She talks to children, reads them stories and sings action songs and nursery rhymes. However, some children who speak English as an additional language are not supported as well as others. For example, the childminder does not use words in their home language to support their understanding and overall language development.
- The childminder and her assistant know the children well. They clearly explain their intention to support children's progress in their development. The childminder plans activities to encourage children's literacy skills and to help them to develop a love of books. For example, she gives children toys to hold that represent characters in a story as she reads to them. Children join in with familiar phrases in stories, such as 'I want my mummy', when the childminder reads a story about owls.
- Children's personal care routines are a positive experience for them. For example, when the childminder changes children's nappies, she talks to them and plays peekaboo. This helps to form strong relationships between children and the childminder.
- The childminder provides children with opportunities to learn about nutritious foods and oral hygiene. For example, she offers children a range of healthy meals and drinks. She talks to children about the importance of cleaning their teeth.
- The childminder shares information about children's development with other early years settings they attend and schools they move on to. This helps to promote consistency in their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Not all people who live or work on the premises have had their suitability verified by Ofsted. However, that said, the childminder and her assistant ensure their knowledge of safeguarding is current. They understand the signs and indicators of abuse. This includes being able to recognise if children are being exposed to radical views or ideas. The childminder maintains a safe and secure home. For example, she uses safety equipment, such as fire guards, to promote children's safety. The childminder finds out from parents about children's dietary requirements and food preferences when they first start. This helps her to provide foods to promote their good health and safety.

## 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
ensure that Ofsted is provided with the necessary information to carry out suitability checks on all adults who live or work on the premises.	07/11/2022

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

- extend partnerships with parents further to help them understand how to further support their children's learning at home
- strengthen the support for children who speak English as an additional language to develop their language development.

## Setting details

<b>Unique reference number</b>	EY480077
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10236423
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Lincoln. She operates all year round, from 6.15am until 5.30pm, Monday to Thursday, and from 6.15am until 4.30pm on Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and 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 childminder.
- 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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Manchester  
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