

Childminder report

Inspection date: 12 October 2022

| 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 does not provide Ofsted with required information regarding her work with an assistant. This means that checks linked to their suitability have not been carried out. This is a breach of the welfare requirements. Despite this, children are supported to progress in their development. They are introduced to new words. For example, younger children copy words as they name the colours of objects they play with. Older children's vocabulary is extended as they are introduced to new words, such as 'gilet'. Children are confident communicators and are keen to talk to the childminder and her assistant about their needs and thoughts.

The assistant encourages children to solve problems. When children tell him a toy is the wrong way round, they are asked, 'what is wrong?' Children reply, 'It is upside down.' Children happily sing songs with their friends as they play cooperatively together. They are very polite and use good manners. For example, children say thank you when they receive praise for writing their name. Children recognise and praise their own achievements. For instance, when younger children complete a puzzle, they clap their hands. Older children put their arms in the air when they successfully throw a ball into a hoop. Children are supported to develop an understanding of the importance of brushing their teeth. They explain that if they do not brush their teeth, they will get toothache and their teeth might fall out.

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

- The childminder has not notified Ofsted of assistants who work on the premises. Consequently, the necessary checks to verify they are suitable to work with children have not been completed.
- The childminder provides children with opportunities to be physically active. She offers children age-appropriate games to encourage their hand-eye coordination. For example, younger children throw beanbags as they join in a game. Older children practise their aim as they shoot balls into a hoop.
- The childminder observes and assesses children's development to help identify how she can support them in their learning. She helps children to develop their communication and language skills. For example, she talks to children when she plays alongside them. The childminder asks them questions to help encourage their thinking skills.
- The childminder and her assistant follow older children's interest to write their name. However, when the assistant helps children to recognise letters of the alphabet, he does not use the same strategies as the childminder. This sometimes confuses children as they begin to extend their literacy skills.
- The childminder keeps parents informed about their children's day through discussions and photos of activities they enjoy. She supports parents to continue

their children's learning at home. For example, she encourages them to count objects, such as cars, to help develop their understanding of numbers. This helps to promote a united approach to supporting children's development.

- Parents comment positively about their children's experiences with the childminder and her assistant. They say that their children are always learning new things and that their communication skills have improved.
- The childminder and her assistant have strategies in place to encourage children to be kind and behave well. For example, they allocate a child to be a 'captain' for the day. Children say that if they are captain, they do jobs to be helpful, such as to pass other children their lunch. This helps to give children a sense of responsibility. The childminder recognises children's achievements, helping to raise their self-esteem. For example, when children visit the toilet on their own, she gives them a sticker.
- When children first start attending, the childminder speaks to parents to find out what children already know and can do. However, she does not gather and share information about children's learning with other settings children attend to ensure continuity in learning.
- The childminder helps children to learn skills for the future. For example, she talks to them about how to care for animals and not to touch dogs they see in the street. She helps children to learn about road safety and stranger danger. This helps children to understand how they can keep themselves safe.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not notify Ofsted of changes to her provision. The suitability of the assistant she works with has not been verified. However, despite this, the childminder supports her assistant to understand how to identify if children are at risk of harm or radicalisation. The childminder and her assistant know the appropriate safeguarding agencies to contact if they have concerns about a child's safety. They have both completed paediatric first-aid training and ensure first-aid equipment is readily available in the home and when taking children on outings.

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 for all adults who live or work on the premises. | 26/10/2022 |

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

- develop a more consistent approach when supporting children to develop their literacy skills
- share information about children's learning with other settings children attend to help support their development more precisely.

Setting details

| | |
|--|---|
| Unique reference number | EY263632 |
| Local authority | Lincolnshire |
| Inspection number | 10258169 |
| 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 4 |
| Total number of places | 12 |
| Number of children on roll | 7 |
| Date of previous inspection | 7 November 2016 |

Information about this early years setting

The childminder registered in 2003 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.45am until 6pm, 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 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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