

# Childminder report

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Inspection date: 11 July 2023

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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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	Good

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

### The provision is inadequate

The childminder does not have a secure understanding of aspects of safeguarding practice and procedures. She does not identify all potential risks to children. This potentially impacts children's safety.

Children hear the childminder using good manners. For example, when she receives toys from children, she says 'thank you'. This encourages children to use good manners themselves. For example, when they are asked if they would like a drink, children use sign language to say 'please'. Children are keen to explore the toys and resources available to them. In the garden, children have plenty of opportunities to develop their physical skills. The childminder shows older children how to use a pipette with water. Children copy her and transfer water from a tray into weighing scales. This helps all children, including those with special educational needs and/or disabilities (SEND), to develop the muscles in their hands in preparation for early writing. Younger children are shown how to kick a ball into a goal, helping to develop their balance and coordination. Furthermore, the childminder shows children how to use the toys they play with. For example, she tells and shows younger children how to place shapes in the correct order on a pole. Children copy, showing that they can follow instructions.

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

- The childminder does not have a secure understanding of the 'Prevent' duty guidance and reporting procedures. Furthermore, she does not understand the procedure to follow in the event of an allegation of abuse against herself or a household member. These gaps in her safeguarding knowledge put children at potential risk of harm.
- The childminder does not identify all potential hazards to children. For example, she allows children to walk around when they are eating. This puts children at a possible risk of choking.
- The childminder uses information about children's prior learning, along with her own observations and assessments, to help identify what children need to learn next. For example, she recognises that children need gentle reminders to help them learn to share. When children take toys from their peers, she asks them to return them to remind children to understand that they can not take toys from others. This helps children to develop social skills for the future.
- Children with SEND are supported well. The childminder works in partnership with other professionals, parents and other early years settings children attend. This working together helps to provide consistency to help close gaps in children's learning.
- The childminder extends her professional development. This includes gathering information about how she can support children's individual needs. For example,

she learns sign language from her parents to help her support the children's communication skills.

- The childminder offers children a range of healthy snacks that contribute to a nutritious diet. She plans topics to help children learn about healthy eating and oral hygiene. However, she does not consistently help children to revisit previous learning to embed their knowledge.
- The childminder finds out about children's interests at home. She uses this information to help children settle when they first start attending. For example, when parents share that their children are interested in wheels, she ensures that toy vehicles available for children to play with to help them settle. The childminder finds out about children's care routines at home and complements these when children are in her care. This helps children to feel emotionally secure.
- The childminder shares information with parents about how they can continue to support their children's learning at home. For example, she offers suggestions, such as singing and reading stories with children to help develop their speaking skills. However, occasionally, the childminder does not help children to understand the correct name of objects they use and see. For example, when younger children call a banana a 'nana', the childminder praises them for recognising the fruit and says, 'Yes, that's correct, it is a nana'.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not understand safeguarding concerns linked to the 'Prevent' duty guidance. She does not have a secure knowledge of procedures to follow in the event of an allegation of abuse. The childminder does not recognise potential risks to children or complete thorough risk assessments to support children's health and safety. Nevertheless, the childminder helps children learn how they can keep themselves safe. For example, she talks to them about road safety when she walks with children in the street. The childminder supervises children when they climb steps to a trampoline and slide.

## 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 up-to-date knowledge of safeguarding matters, in particular, responsibilities under the 'Prevent' duty guidance and the procedures to follow	25/07/2023

know what to do in the event of an allegation against herself or a member of the household	25/07/2023
ensure all potential hazards are identified and minimised, in particular, the risk of children choking when eating.	18/07/2023

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

- support children to embed their knowledge of healthy eating and oral hygiene
- help children to understand the correct names of objects they see and use to support their early language development.

## Setting details

<b>Unique reference number</b>	EY461648
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10289199
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	15 November 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Holton-le-Clay, Lincolnshire. She operates all year round, from 7.45am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## 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, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted 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. She reviewed a sample of documentation.
- 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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