

Childminder report

Inspection date: 31 August 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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 fully understand the procedures to follow if she has concerns about a child's safety. This could potentially put children at risk. Children do not receive a good enough early education. The childminder does not interact with children effectively enough to support their rapid learning and development. The childminder does not have sufficient knowledge or skill to consistently plan and provide age-appropriate activities.

That said, children are kind, conscientious and show responsibility. For example, older children take the hand of their younger peers while on walks in the community. The childminder explains that electric cars are hard to hear, so the children must look and listen very carefully when they approach a road to cross. Children respond by following the childminder's clear instructions and demonstrating positive behaviours. However, sometimes, children require additional support to express their emotions. During these times, the childminder describes children as being 'dramatic' rather than supporting them to understand their feelings and helping them to find ways to manage their behaviour.

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

- The childminder does not know enough about the signs and symptoms of abuse. She is not confident about the procedures to follow to report a concern. This means that the childminder may miss the signs that suggest a child is at risk of harm, therefore preventing her from seeking the help children may need.
- The childminder has not kept up to date with legislation such as the 'Prevent' duty. For example, she has a limited understanding of county lines and the indicators of radicalisation. Additionally, the childminder does not know what to do if an allegation is made against herself or a member of her household. This potentially compromises children's safety.
- The childminder lacks adequate knowledge of what children should be learning and how they should be developing as they move through the early years. As a result, the childminder does not plan and implement a curriculum that supports children to build on what they know and can do.
- Although the childminder recognises emerging gaps in children's learning and development, she does not always provide enough support to help them make progress. Some children who need help with their communication and language skills spend long periods of time without receiving quality interaction from the childminder. This hinders their rate of development.
- The childminder sings with the children. This goes some way to promoting children's communication and language development. The most able children are enthusiastic and engage well. However, quieter children struggle because they do not receive the support they need from the childminder to participate in the

activity.

- The childminder does not carefully consider what she wants children to learn from the activities she provides. She takes children out to complete personal errands and tasks linked with another job. Although children appear content during these trips, the education benefit is minimal. That said, children benefit from other outings, such as trips to the farm. They recall feeding potatoes to the cows.
- At times, the childminder trivialises children's feelings and behaviour rather than helping them to understand their emotions. This could have a negative impact on children's emotional development and sense of self.
- The childminder supports children to grow in independence and be kind to others. She praises older children for showing kindness when they help their younger peers put on their shoes. The childminder encourages children to be independent at mealtimes. Children wash their hands before they eat and open their food packets on their own. This promotes their personal hygiene and self-care skills.
- The childminder has formed positive relationships with parents. They work together to support children's learning. For example, children play mathematics games with coloured food packaging lids, which have been collected and donated by parents. Parents comment that communication between the childminder and themselves is frequent and informative.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not implement effective child protection policies and procedures. She lacks the knowledge and understanding that is essential to safeguarding children. That said, the childminder uses effective risk assessment procedures to keep children safe in their play environment. Children wear high-visibility jackets when they go on outings, so they are easily seen. The childminder supervises children appropriately while they eat. She is aware of children's allergies and has processes in place to make sure that children do not consume foods they cannot eat. The childminder has a valid and relevant first-aid qualification, which enables her to respond correctly if a child sustains an injury.

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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obtain up-to-date knowledge of the signs that suggest a child is at risk of harm of abuse and the procedure to follow to escalate concerns	28/09/2023
obtain knowledge of the 'Prevent' duty guidance	28/09/2023
ensure a secure understanding of the procedures to follow should an allegation be made against anyone living or working on the premises	28/09/2023
obtain knowledge of child development and how to support children's early education	28/09/2023
devise and implement a high-quality curriculum from which children take part in age-appropriate activities with clear learning outcomes	28/09/2023
ensure that children's communication and language development is well supported so they make good progress	28/09/2023
develop knowledge and skills to ensure that children's emotional development and behaviour are supported appropriately.	28/09/2023

Setting details

Unique reference number	EY288281
Local authority	Lincolnshire
Inspection number	10308801
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 2004 and lives in Caistor, Lincolnshire. She operates all year round, from 7.30am to 5pm, Monday to Thursday. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the childminder 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children, to find out about their time with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- 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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