

Childminder report

Inspection date: 23 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and confidently make decisions about where and what they want to play with. They have the freedom to explore and to select resources that support their interests. The childminder has high expectations of children's behaviour. She talks to them about rules and boundaries in her home. Children say that they need to 'wash hands' before they eat and they demonstrate their understanding of personal hygiene. They say 'please' and 'thank you', behave well and are polite.

The childminder carries out regular fire drills with children. This helps them to learn how to keep themselves safe and to evacuate the home safely in an emergency. Children have a good understanding of the procedures they must follow. They say that they need to 'stop, listen and walk' when the childminder blows a whistle.

The childminder plans activities that engage children and she motivates them to learn. She helps children to develop their understanding of the wider world. Children follow the journey of a family as they travel around the world. They use string and pins to mark on a world map the places the family have been and where they are going to visit. This helps children to develop their understanding of different countries.

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

- The childminder communicates with parents in a number of ways. When children first start, she gathers information from parents about what children already know and can do. The childminder uses this information as well as her own observations to plan precisely for children's learning from the outset. She speaks to parents daily about children's achievements and sends them photographs of their children playing. This helps parents to keep up to date with what their children are learning.
- The childminder provides appropriate challenge for children. She provides a wide range of activities and involves herself in their play. For example, the childminder encourages children to develop their mathematical skills. She asks them the number of wooden blocks they balance on top of each other. Children count to five. The childminder asks them to add more blocks and to count them again. Children count to seven. This helps children to develop their understanding of numbers and counting.
- The childminder provides opportunities for children to enhance their experiences from home and to help them to be ready for future learning. For example, she provides children with activities where they get 'messy'. They learn through exploration when they use their senses. Children develop awe and wonder through play.

- The childminder provides opportunities for children to develop their personal, social and emotional skills. For example, she shows them pictures of themselves and family members. Children smile when they see familiar people and talk about them.
- The childminder asks children to complete simple tasks. For example, children put toys away before they get others out. This helps them to have a sense of responsibility.
- Children demonstrate a positive relationship with the childminder. For example, younger children go to her with open arms for a cuddle. They show that they feel emotionally secure.
- The childminder helps children to learn to share and take turns. She plays board games with them where they follow the rules of a game, listen to others and pay attention.
- The childminder offers children resources that encourage them to develop their understanding of how to use household electrical equipment. Children show their knowledge of how to press buttons on a play phone. However, the childminder does not always consider how to help children to identify potential risks and keep safe when they use technology.
- The childminder extends her professional development. She completes training on the internet to help to develop her understanding of how to help children to be more creative. The childminder makes resources that are age-appropriate for the children in her care. These include ribbons that attach onto wooden rings for younger children, and ribbons that attach onto sticks for older children to use. Children shake and wave these around themselves when they move their bodies to music.
- The childminder reflects on her practice and gathers feedback from parents and children. Recent changes to the environment provide opportunities for children to choose whether they want to play indoors or outdoors. This encourages children to make independent choices in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training to keep her knowledge up to date. She is confident about the action to take and who she must contact if she has any concerns about a child's safety or welfare. Furthermore, the childminder is familiar with the indicators of children being at risk of extreme views and ideas and wider aspects of child protection. The childminder checks the environment indoors and outdoors to make sure it is safe for children and removes any identified hazards.

What does the setting need to do to improve?

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

- explore ways to help children to learn about potential risks and to keep safe when they use technology.

Setting details

Unique reference number	208782
Local authority	Lincolnshire
Inspection number	10064701
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 June 2016

Information about this early years setting

The childminder registered in 2000 and lives in Lincoln. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4 and works with a co-childminder, who is her daughter. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.
- The inspector took account of the views of parents through reading the written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019