

# Childminder report

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Inspection date: 2 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children enjoy the homely environment the childminder creates. The childminder and her assistants warmly welcome the children into the setting. The children have unique opportunities to interact with the childminder's playful dogs. This helps them learn about living things and how to respect them. For example, children learn to stroke the dogs gently and smile at their comical antics.

When babies arrive for their session, they confidently leave their parents. They instantly engage in play and exploration without a backwards glance. The childminder and her assistants recognise when children begin to feel tired. They invite toddlers onto their knee for a snuggle and they consequently fall asleep. This contributes to children's sense of security and belonging. Pre-school children relish the opportunity to engage adults in their play.

The childminder knows what children can do and has high expectations of what they can do next. For example, when children demonstrate they can recognise certain letters, the childminder challenges them further by offering more letters from the alphabet.

The children behave extremely well and play harmoniously together. They have impeccable manners and spontaneously say 'yes please' and 'thank you'. The childminder offers lots of praise and encouragement, such as a high five, when children do or say something good. This helps to boost children's confidence and self-esteem.

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

- The childminder assesses what children can do and understands what they need to learn next in order to develop to their full potential. Consequently, she helps children to develop knowledge and skills across all aspects of learning in an age-appropriate way.
- The childminder encourages children to choose activities for themselves. This results in children who demonstrate high levels of concentration. For example, they ask for their learning sheets and spend a long time colouring. Furthermore, children choose a mix and match game and play it several times before moving on to another chosen activity.
- The childminder gently supports and encourages children to persevere when completing a puzzle, despite it being difficult for them. They show determination and delight when the puzzle is completed.
- The childminder gives clear messages about keeping the environment tidy and safe. Children voluntarily tidy away toys when they have finished playing with them.

- The childminder has a good understanding of how to encourage children to follow healthy lifestyles. She supports them to get fresh air and physical exercise daily, for example when they accompany her to collect older children from school. Pre-school children manage their own personal care needs, including toileting and handwashing.
- Although the childminder and her assistant have recently undertaken training to help them keep children safe, there is scope for current continuous professional development to be more focused on developing their teaching skills.
- The childminder communicates well with parents and shares information with them about their children's achievements. She offers parents ideas and suggestions to encourage them to continue to support their children's learning at home. For example, she lends them books to read with their children and provides artwork for children to complete.
- The childminder uses spontaneous opportunities to introduce mathematical language. For example, when children complete a jigsaw puzzle, she encourages them to count how many pieces they have and how many more they might need. Children demonstrate an understanding of counting and early calculating skills.
- The assistant offers plenty of praise and encouragement, which helps young children to be self-assured in their own abilities. For example, toddlers demonstrate a can-do attitude to learning. They move shapes around to fit into the corresponding shapes until they succeed.
- Overall, the childminder and her assistants support children's language development well. They enthusiastically talk to children. The assistant uses a book to encourage toddlers to copy words. Older children articulate themselves well, using complex sentences such as 'that's the moon, it lives in the sky at night'. However, at times, the childminder and her assistants do not give children enough time to think and respond.
- The childminder provides children with good opportunities to meet with other children and adults. For example, she regularly takes children to childminding groups and places of interest within the local community. This contributes to their social skills and confidence in different environments. It also broadens their horizons beyond the setting and home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding and how to protect children in their care. They are aware of the signs that may indicate that a child is at risk of harm. In addition, they have a good knowledge of local safeguarding procedures and where to report any concerns. The childminder and her assistants have accessed appropriate training to ensure their safeguarding knowledge is up to date. They maintain relevant first-aid qualifications. This helps them to respond appropriately in the event of an accident or emergency.

## What does the setting need to do to improve?

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

- establish a focused programme of training to support continuous professional development for all adults working with children, to raise the quality of the teaching to the highest level
- improve teaching even further and allow children more time to think and respond in conversations.

## Setting details

<b>Unique reference number</b>	208734
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10100783
<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</b>	1 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	11 March 2019

## Information about this early years setting

The childminder registered in 1993 and lives in Lincoln. She operates all year round from 6am until 9.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder provides occasional overnight care.

## Information about this inspection

### Inspector

Sharon Alleary

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of a parent.

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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