

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel emotionally safe and secure. This is helped because the childminder provides a uniquely relaxed home-from-home environment. Children benefit from the childminder knowing their family backgrounds very well. She can confidently talk about their abilities, likes, and how she is developing their learning and development. Children happily and confidently move around, explore resources and make choices about what they want to play with. Equally, children enjoy singing songs with the childminder and listening to stories. They are keen and active learners.

Children have good opportunities to learn about people from other countries and to consider some of the festivals and special occasions other people celebrate. They have fun tasting a range of food and make crafts and decorations relating to a special occasion. For example, they recall tasting noodles and making dragon puppets for Chinese New Year.

Children behave well. Older children demonstrate patience with younger ones, accepting them to join in their play. The childminder has high expectations of children to be polite, kind and to look after one another. She supports their understanding through gentle but clear guidance to be tolerant of each other. As a result, children form strong bonds with each other.

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

- The childminder has an overall good knowledge of how children learn and develop across the early years curriculum. She knows children well and what she needs to do to help them move on to the next stage of learning. However, very occasionally, in her eagerness to teach children new concepts, the childminder asks lots of questions and interrupts their play to move them on to other activities. This potentially prevents children from fully exploring their own ideas and further developing their problem-solving skills.
- The childminder has a wealth of resources, games and toys for children to explore. Many of these link to their interests and next steps in learning. Children of all ages are thoroughly engrossed in imaginary small-world play and role-play opportunities. Their enjoyment and curiosity leads to a positive attitude to learning and development.
- The childminder makes sure children have opportunities to learn independence, how to recognise risks, and how to manage their own safety. For example, from a safe distance, the childminder allows young children to negotiate two steps between rooms. In another example, they use child-safe knives to cut up their own strawberries and grapes at snack time.
- The childminder is reflective and has identified areas of strength and the areas

she wants to improve in her setting. She has recognised she would benefit from training opportunities that focus on developing her practice even further. This will enhance outcomes for children.

- The childminder offers children a rich variety of outings, such as visiting a local wildlife park. This helps children to see nature first hand. Furthermore, they broaden their horizons and develop an understanding of the wider world they live in.
- The childminder's enthusiastic interaction means that children have lots of fun. For instance, they delight in making bubbles when they wash their hands. The childminder shows them how to make a bubble by blowing through their fingers. Children laugh and blink as bubbles pop on their nose.
- The childminder interacts very well with children. She is fun and animated in her approach. She supports children's language skills effectively. For example, she talks to them about what they are doing. She reinforces words young children try to say and praises them highly when they clearly say complicated words, such as 'strawberry'.
- The childminder understands the importance of developing children's love of books and stories. She seizes opportunities to sit with them to share different books. Young children enjoy lifting the flaps and older children relish the chance to follow the story in their own personal book. Children of all ages hold the book the correct way and turn the pages. This helps to promote literacy skills.
- The childminder works closely with parents to help support children's ongoing care and learning. For example, she sends regular photographs to parents to keep them updated and tells them their children's next steps in learning. Furthermore, the childminder sends home items for parents to practise activities with their children. This helps to promote continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She has kept her safeguarding knowledge up to date through training. She knows the signs that may indicate that a child is being abused. Furthermore, the childminder is confident with the procedures to follow should she have any concerns about a child's welfare. She has a good knowledge of wider safeguarding concerns, including risks associated with children and families being drawn into extreme behaviours. The childminder maintains a relevant first-aid qualification. This helps her 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:

- support children to use their independent thinking skills and develop their own ideas before being moved on to other activities
- make the most of opportunities for professional development to continue to enhance knowledge and skills.

Setting details

Unique reference number	EY136833
Local authority	Lincolnshire
Inspection number	10059597
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 March 2015

Information about this early years setting

The childminder registered in 2002 and lives in Gainsborough, Lincolnshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector completed a joint evaluation of the inspection with the childminder.
- The inspector 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 parents through 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.

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