

Childminder report

Inspection date: 17 February 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 benefit from the childminder's unique intuition to know when they want her to play with them and when they are happy to play alone. This helps to promote children's confidence in their own abilities. Children form warm and loving relationships with the childminder. They receive lots of cuddles when they take a minute to relax from their energetic play. This contributes to them feeling safe and gives them a strong sense of belonging.

Children are happy, self-confident and independent individuals who are keen to explore new experiences. They relish the opportunity to crawl in and out of the cardboard igloo the childminder has made for their enjoyment. They run safely around the outside of the igloo, which contributes to their developing physical skills.

Children are well behaved and use spontaneous good manners. When asked if they would like a drink, they reply, 'Yes, please.' The childminder writes children's names and numbers one to five on the igloo. Children recognise the numbers and count one to five. This promotes their early counting skills. Later, children spontaneously write over the childminder's numbers. She is clearly proud of their achievement and offers praise and encouragement. Children react positively to the childminder's high expectations of them. This leads to children beginning to write over their own name. The childminder helps to boost children's self-esteem.

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

- The experienced childminder is committed to her professional development. She has accessed a large variety of training courses to build her skills. A recent training course has helped her to understand even better, the new early years inspection framework. However, sometimes, the childminder does not adapt her interactions to provide even more challenge to help children to make better progress.
- Overall, the childminder knows what children need to learn. She uses her ongoing tracking of children's progress to help her to understand their current level of achievement. The childminder incorporates children's next steps in learning and development into the activities she plans across the early years curriculum. As a result, children develop the skills they need for moving on to pre-school or school.
- The childminder provides children with resources that help to keep them motivated. Children show high levels of concentration. For example, they spend a long time exploring the cardboard igloo. Children quickly realise they can poke the stars and circles through the roof. The childminder adds crayons into children's play, and she encourages them to write on and colour the igloo. This

helps to promote their early literacy skills.

- The childminder provides a comfortable, welcoming home-from-home environment for children. They settle well and develop emotional security in her care. Children are helpful and pack away the pens into a box when they have finished their game. This helps them to learn the importance of caring for the environment.
- The childminder supports children to make healthy eating choices at snack times. For example, when they ask for a biscuit, she suggests, 'How about a banana? That is healthier.' The childminder encourages children to manage their own self-care routines. She asks if they know why they are washing their hands, and children reply that it is 'to get the germs'.
- The childminder spends time with parents to find out what early experiences children have had. She looks at how she can build on these. For example, she discusses the many opportunities children have to play with different children and mix with other adults, such as through visiting childminding groups and the library. Furthermore, the childminder successfully supports children's physical skills during trips to the local parks and in her large garden.
- The childminder is proactive in encouraging children's communication and language. She asks them to expand on subjects when they talk about things at home. Children are articulate. For example, they say they have a 'daddy shark' at home and that the shark 'turns the bath water blue'. Additionally, children describe how they go on the bus each week with a family member and go out for lunch.
- The childminder has established good relationships with parents. She shares information about what children have enjoyed while in her care, through detailed conversations when parents drop off and collect their children. She also shares information via an online application. The childminder works well with other settings children attend. This helps to support consistency in children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection issues and knows the procedure to follow if she has a concern about child abuse or neglect. She regularly updates her safeguarding training. This means that she keeps up to date with recent safeguarding issues. The childminder completes risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. She takes steps within her home to ensure children are safe. For example, she has a stairgate at the kitchen door, so children do not have unsupervised access to the family dog.

What does the setting need to do to improve?

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

- make better use of opportunities to challenge and extend children's learning consistently.

Setting details

Unique reference number	EY348231
Local authority	Lincolnshire
Inspection number	10064664
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in Gainsborough, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector observed the quality of education 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 the curriculum are organised.
- The inspector completed a joint evaluation of the inspection activities 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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