

Childminder report

Inspection date: 25 February 2020

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

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

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

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

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

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel at home when at the childminder's house. They have their own shelf, with their name and photograph, where they put their belongings, such as their shoes. Children enjoy exploring the wide range of resources set out in different areas of the safe environment. Resources that interest the children are visible and free for children to access at any time. Children arrive at the setting with big smiles on their faces, and rush into the playroom, settling straight into playing happily.

Children show that they understand the childminder's high expectations of how they should behave. They tidy activities away before they move on to the next one. Young children enjoy helping her to tidy the train track away and brushing up rice spilled on the floor during an activity. They use good manners. One child says, 'more please', as another child brushes rice into a pan they are holding. Children behave well. Young children play alongside each other nicely. They wait patiently for their turn to blow bubbles and laugh together when a child makes a big one.

Children have strong bonds with the childminder. She speaks to them with kind tones and comforts them with cuddles when they are upset. Children settle quickly and soon return to play.

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

- The childminder has made considerable improvements since her last inspection. She has provided information to Ofsted to enable checks to be completed to ensure all persons living on the premises are suitable. The childminder reviews her practice well. She makes changes to improve the quality of learning resources for children. For example, she has obtained a table for children to have free and uninterrupted access to drawing and writing materials.
- Parents comment that they and their children are made to feel part of the childminder's family. They say that their children 'love' the childminder. Parents explain that their children always talk about the childminder and the activities they do with her. Parents say they receive regular updates about their child's development. They believe their children make 'very good' progress in the childminder's care.
- The childminder uses information from parents and her own observations to help her know exactly what children can do. She uses this knowledge to provide activities that support children's development in all areas of learning. The childminder targets areas that children need to learn next and gives parents ideas about how they can help at home. She talks to parents regularly so that together they provide a wide range of learning experiences for children. Children rode on a steam train for the first time when the childminder took them to a

railway station.

- The childminder supports all children's communication and language development well. She repeats the correct pronunciation of words and introduces new words such as 'wobbling'. Children enjoy singing and performing the actions to their favourite songs. Children who speak English as an additional language make quick progress with their speaking skills. They catch up to expected levels of development for their age.
- The childminder supports children's early mathematics skills well. She talks about the size and shapes of objects, such as explaining what is a straight piece of train track. Young children gain an early understanding of mathematics. They try to put a bus through a tunnel and when this does not fit, they say it is 'too big'.
- Children enjoy learning and spend long periods of time for their age focusing on activities. They are willing to have a go at new challenges. Young children have a go at scooping rice into a container. After support from the childminder, they show real joy when they finally succeed at scooping the rice into a container on their own. The childminder further encourages this love for learning by praising children for their success. Young children's fine motor skills are developing well in preparation for their next stage in learning.
- Children are learning to manage their own safety. Young children know that broken toys go in the bin. The childminder allows children to learn to walk up and down steep steps while she stays close by, reminding them to keep hold of the wall.
- The childminder does not provide enough opportunities for children to learn about their own and other people's communities.
- The childminder provides children with healthy food and plenty of physical exercise. However, she does not explain to children the importance of leading a healthy lifestyle and following good hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs that may raise concerns about children's welfare. She knows the procedures to follow and who to contact should she have a concern. The childminder has a good understanding of wider safeguarding issues, such as the 'Prevent' duty. The childminder completes regular risk assessments of her home to make sure children can play safely. She supervises children well to help keep them safe from harm. The childminder ensures that her premises are secure at all times.

What does the setting need to do to improve?

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

- provide more opportunities to help children learn about their own and other people's communities
- provide more information to children about why it is important to eat healthy food, exercise and follow good hygiene routines.

Setting details

Unique reference number	EY405092
Local authority	Lincolnshire
Inspection number	10125074
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Lincoln, Lincolnshire. She operates all year round from 6.30am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care.

Information about this inspection

Inspector
Will Good

Inspection activities

- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as certificates for qualifications, policies and procedures.
- The inspector held discussions with the childminder about planning, children's development, safeguarding, communication with parents and how she reviews her practice.
- The inspector spoke to parents and took into account their views.

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 2020