

Childminder report

Inspection date: 1 June 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at the childminder's welcoming home. They show positive relationships with the childminder and their peers. Children demonstrate that they are content, safe and emotionally secure.

Children show a great sense of pride in their achievements. For example, they excitedly show the childminder, the visitors and their peers pictures they draw. Children are creative and are keen to explore and to investigate. They are enthusiastic to use tools when they scoop up sunflower seeds and pour them into containers. Children pretend the seeds are 'cakes' and 'pancakes'. They demonstrate good imaginative skills and show a positive attitude to learning.

The childminder has high expectations of children's behaviour. Children show an understanding of the rules and boundaries in her home. For example, they use their hands to show a 'thumbs up' to praise their achievements. Children follow a visual timetable to help them to understand what comes next. Children behave well and know what is expected of them.

Children visit different places of interest with the childminder, such as farm parks. They see a variety of animals and feed them. This was not previously possible due to the COVID-19 (coronavirus) pandemic restrictions.

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

- The childminder encourages children to develop their communication and language skills, for example, she repeats words that children say. This enables them to hear the correct pronunciation of words, such as 'skeleton'. Children begin to use the correct language for new objects they play with. Parents comment positively about the childminder and say how much their children's speaking skills have developed since being in her care.
- The childminder finds out from parents about what children already know and can do when they first start. She uses this information to plan for what children need to learn next. Children make good progress in their learning.
- The childminder works well with schools and other early years settings that children also attend. She invites teachers to visit children in her home and shares information with them about children's learning and interests. This contributes to consistency in children's development.
- The childminder attends training courses to help her to plan for children's individual needs and to help close any gaps in their learning. For example, when children begin toileting, she asks them to show her a picture of a toilet when they need to go. Children learn skills they need in preparation for their move on to school.

- The childminder supports parents to continue children's learning at home, for example, to sing nursery rhymes and to read stories to children. However, the childminder does not share information with all parents about their children's achievements, especially those parents she does not see on a daily basis. This means that not all parents receive information about their children's learning and development.
- The childminder supports children's literacy development. She provides opportunities for children to make marks, for example, on a chalk board. Children draw circles and straight lines. This contributes to their early writing skills.
- The childminder provides opportunities for children to be independent. Recent changes to her handwashing facilities, such as a step, enable children to wash their hands on their own.
- The childminder observes and assesses children's learning. She uses her curriculum to plan activities and experiences that help children to develop. For example, she encourages children to develop their social skills. The childminder has started to take children to the park where they mix with others of a similar age and develop friendships. This experience was not possible until recently, due to the COVID-19 pandemic.
- The childminder encourages positive behaviour. She gives children praise and encourages them to use good manners. Children behave well and are polite.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out checks of her home. For example, she does not allow children access to the new extension on her home because it is not finished. She uses safety equipment, such as a gate, to stop children accessing certain areas of her home unaccompanied. This helps to provide a safe environment for children to play. The childminder is aware of the types of abuse and knows their signs and symptoms. She knows how to respond to and report any concerns she may have about a child's welfare or safety.

What does the setting need to do to improve?

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

- share information consistently about children's learning and development with all parents.

Setting details

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| Unique reference number | EY559897 |
| Local authority | Lincolnshire |
| Inspection number | 10190346 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 0 to 11 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018 and lives in Lincoln, Lincolnshire. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides occasional overnight and weekend care. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder received since the 2020/21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the childminder and discussed how her curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors, and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through discussions.

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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