

Childminder report

Inspection date:

6 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at the childminder's home. They give their parents a hug before they leave them at the door, then confidently choose toys and resources to play with. Children show that they feel safe and secure. They laugh and smile with other children, for example when they chase each other. Two-year-old children are keen to talk to the childminder about pets they have at home. Children begin to learn to share, for instance, when the childminder rolls a ball to them and asks them to roll it back. When the childminder gives children instructions, they take it in turns to choose a soft toy to represent the nursery rhyme they would like to sing.

Children are creative and show good imaginative skills. For example, they use different-coloured beanbags and tell the childminder that they are going to make a rainbow. Children talk about the colours they use when the childminder asks them. One-year-old children develop their physical skills, such as strengthening the muscles in their legs and developing their balance and coordination. For example, when the childminder holds out her hands, children express excitement and reach for them. When the childminder gradually moves backwards, children persevere and start to walk forwards.

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

- The childminder has made improvements to her practice since her last inspection. For example, she consistently promotes children's safety and welfare. The childminder has developed her own medication forms and ensures that parents complete these, giving their written permission before she administers medication to their children.
- The childminder uses her curriculum to support children's development and to help them learn skills for the future. For example, she intends for children to develop their communication, language and literacy skills. The childminder implements group times when she sings nursery rhymes with children. Two-year-old children sing and copy the actions. One-year-olds attempt to copy actions and make babbling noises. When the childminder reads children stories, they sit, listen and respond at appropriate times. For instance, the childminder gives children time to finish off familiar sentences.
- Before children attend for their first session, the childminder visits them and their families in their home. This gives children an opportunity to get to know her. The childminder talks to parents and observes children to find out what they already know and can do. She uses this information to assess children's development and to plan for their future learning.
- The childminder promotes consistency in children's learning when they attend other early years settings. For example, she shares and gathers information

about children's development. This includes a summary of children's progress when they are between the ages of two and three years old.

- Due to the COVID-19 pandemic, the childminder is aware that some children have had fewer opportunities to mix with other children. Because of this, she takes children to childminding groups and parks to help them to develop their social skills. This provides children with opportunities to play and interact with other children of a similar age. Parents comment positively about the experiences the childminder offers their children. They say that she gets children 'socialising'.
- The childminder actively promotes positive behaviour. She gives children praise for their achievements. She says 'well done' when two-year-old children manage their clothing after they use the toilet and when they wash their hands independently.
- Occasionally, the childminder does not build on children's interests to develop their understanding. For example, when children take an interest in their own and others' teeth, the childminder does not help them to build further on their knowledge of teeth and how this links to a healthy lifestyle.
- The childminder extends her professional development. For instance, she completes relevant training courses online to keep her knowledge of safeguarding up to date. However, the childminder does not seek out further professional development opportunities to enhance her interactions with children and to support their development even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify if children in her care are at risk of harm. She knows how to recognise if children are being exposed to extreme views and behaviours. The childminder knows where to report concerns about children's safety or if an allegation of abuse is made against herself or her family members. The childminder carries out fire evacuation drills with children in her home. Children understand how to evacuate her home in the event of a fire. Two-year-old children say, 'We go outside'. The childminder works in partnership with parents with regard to children's food intolerances. This helps her to promote children's good health.

What does the setting need to do to improve?

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

- strengthen interactions with children and use their interests more to build on their understanding
- increase professional development to continually develop knowledge of how to support children's ongoing development.

Setting details

Unique reference number	155266
Local authority	Lincolnshire
Inspection number	10145558
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	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Holbeach, Lincolnshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 4 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the 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.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documents and evidence of the suitability of persons living in the household.
- Parents shared their views on the setting with the inspector, verbally and in written testimonials.

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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