

Childminder report

Inspection date: 10 January 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are made to feel welcome in the childminder's home. They settle in quickly when they first start because the childminder spends time with each child, getting to know them and forming close bonds. Children's needs are met by the childminder because she works in close partnership with their parents to treat every child as a unique individual. Children enjoy the time they spend in the company of the childminder, her assistants and their friends. They play happily together, smiling, laughing and enjoying cuddles with the childminder and her assistants.

Children's behaviour is good. They respond well to the childminder's positive approach. The childminder has noticed that since the COVID-19 pandemic began, some children have struggled with sharing. She feels that this is because they have had fewer opportunities to socialise with other children. Children learn to share and take turns as they play with the childminder and each other. The childminder is very calm and patient, and explains things clearly to children in ways they can understand for their age. For example, when children argue over toys and get upset, she supports them to learn to compromise and resolve conflict. One child chooses to find all of the pink balls because pink is their favourite colour. The other makes a figure from the construction balls. Both children become engaged in their play, and their disagreement is quickly forgotten.

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

- Children make good progress in their learning because the childminder organises the curriculum appropriately. She has a good understanding of what children need to learn at each stage of their development and plans activities based on their individual interests. The childminder involves children in planning activities. She is proactive in seeking children's views on what they would like to do.
- The childminder focuses on key learning in preparation for when children start school. For example, she supports children to learn how to get dressed and put on their coats and shoes independently. The childminder begins to introduce letters and numbers to children if they are ready. However, she prioritises children's personal, social and emotional and communication and language development.
- Children are learning about the natural world and have many opportunities to be creative. They benefit from a variety of different experiences with the childminder. Children enjoy going to local parks, where they see birds in an aviary and collect leaves and twigs to make artwork.
- Children's communication and language is supported well. Older children speak clearly, and their vocabulary and understanding are developed during discussions. The childminder ensures she uses the correct language when

speaking to children. She supports younger children's language development by repeating back everything they say and giving them many opportunities to talk.

- Children's literacy skills are well supported. The childminder has a wide range of books which children independently select when they would like to read. Children explore the books together, turning the pages and talking about the story. Young children enjoy books that have sound buttons. They press the buttons to make the different train sounds as they read the book.
- Children's independence is promoted well and the childminder is always close by to offer any support needed. She sensitively supports children who are potty training and gives encouragement and praise when they have a go on the potty. The childminder works closely with parents on this key milestone.
- Children respect the childminder and understand that she expects positive behaviour from them. They listen to her and follow instructions. Children learn manners from the childminder and are keen to make positive choices. Their self-esteem is constantly boosted as they receive praise for their achievements, behaviour and manners. The children know where everything is in the childminder's home and confidently select resources of their choice.
- Children's good health is promoted by the childminder. They enjoy eating healthy snacks, and parents are encouraged to provide healthy options in their children's lunch boxes. The childminder changes nappies hygienically and safely. Toys are regularly cleaned and children wash and dry their hands with their own clean flannels. These practices help to minimise the risk of germs spreading, which is particularly important during the COVID-19 pandemic. Children spend some time outside each day when they go for local walks. However, the childminder does not make the best of opportunities for children to be physically active outdoors on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of the procedures to follow if she has concerns about any of the children in her care. She is clear on what to do if there are any safeguarding allegations made about any of her household members. The childminder keeps herself and her assistants up to date by completing regular training and she is alert to the signs that a child could be at risk. She ensures her home is safe and secure and she is vigilant in her supervision of children. The childminder supervises children when they use internet-enabled devices, to ensure they are not accessing inappropriate content.

What does the setting need to do to improve?

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

- provide more regular opportunities for children to be physically active outdoors.

Setting details

Unique reference number	EY283152
Local authority	Lincolnshire
Inspection number	10218352
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 August 2015

Information about this early years setting

The childminder registered in 2004 and lives in Tattershall, Lincolnshire. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with three assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Clare Johnson

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 her evaluation of the provision.
- The childminder showed the inspector the areas of the home used by children and discussed how she ensures the premises are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022