

# Childminder report

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Inspection date: 8 March 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Met |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children form close and trusting bonds with the childminder. Her caring and nurturing approach helps to create a loving atmosphere, where children feel completely happy and at ease. When they wake from a sleep, they receive a caring rub to their back. Children regularly move themselves towards the childminder for comfort and soon become confident around visitors.

Children benefit from a range of learning experiences that the childminder plans for them. For example, the childminder begins by planning a day of activities that she knows children are interested in. While the day is planned, children equally lead their own play by choosing what they want to do. This results in children being highly engaged in playing and exploring. For example, they learn how to press buttons to operate toys. This contributes to their early technology skills.

Children respond well to the childminder's high expectations for behaviour and what they can achieve. Despite being in the early days of speaking, the children respond to the childminder's language-rich environment. The childminder narrates all play, in turn, babies babble and respond to her speaking. Children show from a young age they are proud of their achievements. For instance, when they play with sensory bottles, they roll, shake and stand them up. Children clap their hands to show they are proud of their 'performance'.

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

- The childminder is a reflective practitioner. She regularly reviews her practice and identifies areas for improvement. The childminder attends a range of mandatory training courses, such as paediatric first aid. However, due to the COVID-19 pandemic, she has not identified development opportunities to support her to raise the quality of her already good teaching skills. This is to extend her knowledge of how to raise outcomes for children even higher.
- The childminder provides young children with a range of books that are easily accessible to them. She reads stories with expression and provides children with toys that relate to stories to further engage them. Children listen intently and interact with giggling, shaking caterpillars. This contributes to early literacy skills and a love of books.
- The experienced childminder has a very secure knowledge of how children learn and she knows the children well. She provides a curriculum which is based on children's interests, their current knowledge and what they need to learn next. For example, she provides resources to encourage children to develop their walking skills. Children who are beginning to walk, take the handles of a walker and confidently toddle between the childminder and visitors.
- The childminder consistently gets down to children's level and plays and

explores alongside them. Children gain dexterity as they use their problem-solving skills to complete an inset puzzle. They make marks with pencils and crayons. Children concentrate as they explore the home-made sensory bottles. They smile as they create noise and watch fascinated as they tip the glitter and pom-poms upside down to create movement.

- The childminder motivates children to play and explore. She is very attentive towards the children. For example, when babies choose an interactive toy, the childminder introduces an imaginary storyline. This helps to develop children's curiosity and engagement in their playing and exploring.
- The childminder makes sure children have access to daily fresh air. They accompany her to take and collect older children from the local primary school. This contributes to children's health and well-being.
- The childminder is highly perceptive to children's growing emotional needs. She knows when children are hungry and when they are getting tired or when they just need a cuddle. She helps children to understand what is expected of them. All children behave well. This also contributes to children's emotional security well.
- Children thoroughly enjoy song and rhyme time. They laugh out loud when the childminder pretends to fall off a wall. Children recognise familiar songs and begin to 'rock' to the beat. This helps to promote their creativity.
- The childminder is mindful that parents work hard and, occasionally, long hours. She enhances children's experiences that they may not get elsewhere. She offers them the opportunity to explore natural objects from the environment, such as pine cones and shells. This also contributes to children's understanding of the world around them.
- Parents speak highly of the childminder. They comment on the number of activities she offers to their children. Parents appreciate the information they receive about their children's development. They say they would not hesitate to recommend the childminder to their friends and family.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. This includes being able to identify if children and their families are being radicalised or being drawn into extreme views. Or, if a child is witnessing domestic abuse at home. The childminder knows the procedures she must follow, should she have a concern about a child. She accesses safeguarding refresher training to ensure her knowledge is up to date. The childminder's home is safe and clean. Rigorous hygiene practises and risk assessments are implemented, to prevent the spread of infection and promote safety.

## What does the setting need to do to improve?

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

- identify precise professional development needs, to help raise the quality of the provision to an even higher level.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 209299  |
| <b>Local authority</b>                             | Lincolnshire  |
| <b>Inspection number</b>                           | 10114391  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 8  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | 3 February 2016   |

## Information about this early years setting

The childminder registered in 1999 and lives in Morton, Lincolnshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Sharon Alleary

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector looked around the areas of the setting available to children. The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of the activities observed during the inspection.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of written references from parents.
- Relevant documentation was available for inspection, including suitability checks, certificates and policies and procedures.

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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