

# Childminder report

---

Inspection date: 23 March 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 safe and secure in the homely environment created by the childminder. They have developed close relationships with her and settle quickly. Children's happiness is at the heart of each decision the childminder makes. This positively impacts children's emotional development and well-being.

Children talk to each other and develop their imagination as they play in a role play cafe and food shop. The childminder teaches children of all ages to share resources and show kindness towards each other. She helps them to build friendships. The children negotiate who is going to be the shopkeeper and who are customers. They find a pretend roast chicken to buy and giggle as they say the food is for Christmas dinner, exclaiming, 'quick, I've woken up the elf!'

Children are confident and independent. They are determined to try things for themselves and are supported by the childminder to do so. The childminder praises the children as they wash and prepare their own strawberries for a snack. Children know the familiar routines of the day and know when to wash their hands without support. They respect the resources and help to tidy away when they finish playing. Children show excellent listening skills and follow the boundaries and instructions that the childminder puts in place.

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

- The childminder knows the children well and supports their individual care requirements. She observes children and identifies what knowledge and skills they need to learn next. The childminder provides support for any gaps in children's learning. She helps children gain the skills they need in preparation for starting school. The childminder quickly puts support in place for children who may need it, including children with special educational needs and/or disabilities.
- The childminder provides new opportunities that children may not have experienced elsewhere. They learn about the world around them and how to help take care of the environment. The childminder helps the children discover what they can add to an enclosed tub to make compost, such as leftover banana. The children know what food packets can be recycled and are excited to visit the local recycling centre with the childminder.
- The childminder has high expectations of children's behaviour. She supports the children to take turns with resources and encourages them to explain how they feel. The children listen to each other when they are talking and use the words 'please' and 'thank you' at appropriate times.
- The childminder plans opportunities based on children's interests. Children complete puzzles that feature characters from their favourite books. This helps to develop the children's hand and finger muscles. The childminder motivates

the children to remember the best way to start a puzzle with the edges and keep trying when they find it difficult. Occasionally, some adult-led activities are not adapted enough for younger children. Therefore, they are too challenging for some, which leads to them becoming distracted.

- The childminder interacts with children to develop their communication skills and help them make decisions. The childminder teaches the children new vocabulary and encourages them to tell their friends the meaning of words. For example, the childminder explains that the vegetable a child has found is an asparagus. In turn, they explain to their friend what it is called and what it looks like. However, the childminder does not always encourage children to add their own resources and ideas into play. This limits children's opportunities to make choices in their play to further extend their learning.
- The childminder undertakes training that supports her to improve her practice. She has implemented strategies learned on an additional needs course that support children who struggle with daily routines.
- Parents and carers comment the childminder actively helps them with their child's development, both within her care and at home. They feel she treats children as part of a larger family, which makes the children feel safe and happy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She has a thorough knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows when and how to make a referral to other professionals, such as social services and the police. She has a good understanding of how to keep children safe when using technology. The childminder checks the environment regularly to ensure it is a safe and secure place for children to play. She checks the suitability of people living and working on the premises to ensure they are safe.

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

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

- focus more on meeting the developmental needs of younger children when planning adult-led activities
- provide further opportunities for children to make choices from the resources available, to help them extend their play and ideas.

## Setting details

<b>Unique reference number</b>	EY136344
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10073029
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	7 January 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Gedney Hill, Lincolnshire. She operates all year round, from 6am until 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lora Teague

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed children's learning and progress with the inspector.
- The inspector observed the children playing and evaluated the impact of interactions and the environment on children's learning.
- A joint observation was completed with the childminder.
- The childminder and the inspector held discussions at appropriate times during the inspection.
- A range of documentation was sampled, including safeguarding policies and procedures, suitability checks and first-aid certificates.
- The inspector took parents' views into consideration.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022