

Childminder report

Inspection date: 13 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy learning and are happy in the childminder's care. They learn about the world as they walk to collect other children from a local pre-school. Young children are supported by the childminder to compare the different features on the gnomes in the neighbour's garden. Children practise speaking as they wave and say 'good afternoon' to people on the bus. Children learn about road safety and respond appropriately. They listen carefully as the childminder reminds them of the expectations while walking in the community.

Children have a close relationship with the childminder and feel safe in her care, which supports their emotional well-being. They cuddle her for reassurance and happily settle for an afternoon nap. Children confidently use their manners and say kind things to others, such as 'I like your top'. They take care of resources and the space they play in by putting toys back when they have finished and making sure they take their shoes off as they come inside.

Children enjoy trying things for themselves and using their own ideas while playing. They investigate a tray of flour, deciding to fetch the diggers they need to 'scoop' the flour and fill different tubs. The childminder helps children add different ingredients to the tray, such as oil to change the texture of the flour. They discuss how it smells and feels, using descriptions such as 'smooth' and suggesting it is a 'caramel colour'.

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

- The childminder plans activities for the children based around their interests and what she has identified they need to learn next. She supports the children to learn different shapes and practise their pencil skills as they create a road map for the toy cars. The childminder counts one, two, three and the children giggle as they 'zoom' with the cars.
- The childminder reflects on her practice and the service she provides. She now undertakes the six-year safeguarding training course as a recommendation from an audit she requested on her provision from the local authority. The childminder adds new resources to the environment, aiming to further support particular children in their development.
- The childminder knows the children well. She works alongside parents and carers to find out what children know and can do when they start in her care. The childminder monitors children's progress and identifies areas they are struggling in. However, the childminder does not always use assessment precisely enough to promptly identify and put strategies in place for children who need additional or external support.
- Usually, the childminder supports children's speaking skills. She reads them

familiar stories that intentionally have phrases the children can repeat. The childminder supports children to say what they think is happening, including 'they are too heavy for the truck'. However, at times, the questions the childminder asks children limit their responses and do not always allow all children enough thinking time. Therefore, the childminder does not always support all children to develop their conversation skills.

- Children are independent and are happy to help each other and the childminder. As they pack up their belongings and get their shoes on ready for home, they ask the childminder 'Is there anything I can help with?'
- Children share toys with each other, and the childminder praises them for using the words please and thank you. They follow the childminder's instructions of two at a time on the trampoline and take turns on other outdoor equipment. The children follow the instructions the childminder gives them. Occasionally, the childminder is not consistent or fully clear about her boundaries. Therefore, at times, some younger children are not sure if they can fetch toys from upstairs.
- The childminder has a close relationship with the local pre-school. She shares ideas and good practice with them, supporting learning to be more consistent for children that attend both providers.
- Parents comment the childminder is 'creative and inspiring,' and that children have come on 'leaps and bounds' in her care. They are positive about how welcoming and flexible she is. Parents say how well she communicates with them about their children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands her responsibilities to keep children safe, including when out in the community. She has a clear safeguarding procedure and has a thorough understanding of the signs and symptoms which might indicate that a child may be at risk of harm. The childminder accurately records any concerns and knows how and when to make a referral to other professionals, such as social services. The childminder keeps her safeguarding knowledge up to date. She checks the suitability of anyone living in the household. The childminder regularly checks the environment to make sure it is a safe place for children to play.

What does the setting need to do to improve?

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

- provide clearer and more consistent behaviour expectations to support all children to know what is expected of them at all times
- identify additional support children may need in a timelier manner, to support all children to make the most progress they are capable of
- develop further the use of questions when interacting with children, allowing

children more time to think and respond and further supporting their speech and language development.

Setting details

Unique reference number	2539832
Local authority	Lincolnshire
Inspection number	10215327
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	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Waddington. She operates all year round from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate level 6 qualification.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The childminder and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The childminder and inspector observed and evaluated an activity.
- The inspector observed the childminder and children of all ages through the setting.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding 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.

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