

# Childminder report

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Inspection date: 28 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate their secure attachments to the childminder and her assistant as they happily play and interact together. Younger children wait in anticipation for the childminder to press the button on a pop-up toy. The childminder builds their excitement as she makes funny noises with her voice and then releases the pop-up character. Children giggle with joy and then explore the toy themselves. Older children successfully build a tower with wooden blocks. They watch the childminder demonstrate the technique, then they copy by carefully stacking the blocks so that they balance. Through this activity, children develop their problem-solving skills, and they hear mathematical language about the position of the bricks. They develop their hand control and precision, which is preparing them for when they come to writing.

Children engage well in a modelling dough activity. They show that they can concentrate for a good amount of time and sustain their thinking. They use their developing language to explain what they are doing, saying, 'I've rolled it too!' Children play in a safe and well-organised environment. They are encouraged by the childminder and her assistant to tidy away their toys when they have finished playing. This helps children develop their sense of responsibility.

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

- The childminder has made notable improvements since her last inspection. She has completed a qualification in children's learning and development. She uses her knowledge from this to design a curriculum for children that follows their interests and helps them make good progress in their learning. She knows what individual children need to learn and provides activities that support this.
- Through appropriate assessment, the childminder can identify gaps in children's learning and development. The childminder and her assistant use information given by parents, as well as their own professional observation, as a starting point in determining what children already know. They provide opportunities for children that build on this. For example, the childminder has identified that some children need support with their physical development. She places cones in her garden for children to navigate around. She positions foam bricks in a row for children to walk along and practise their balance. Children develop their spatial awareness and coordination as they complete these challenges.
- The childminder responds appropriately to children's changing care needs. She recognises when children might be hungry and adapts the routine to alter the times that meals are served. During these times, older children demonstrate how they use their independence skills to wash their hands and feed themselves. However, younger children are not supported in the same way. For example, the childminder feeds these children rather than allowing them the

opportunity to try this task for themselves. Additionally, children sometimes have to wait for their food while it cools down. Some children become unsettled as their hunger grows.

- The childminder and her assistant use stories to teach children about how they can keep themselves safe. Children learn about stranger danger through listening to a favourite fairy tale during a group-time activity. The childminder and her assistant allow the opportunity for communication development by asking questions about the story. However, as time goes on, some children become restless and lose concentration in this activity.
- The childminder and her assistant show that they can shape the behaviours of children in an age-appropriate way by adapting the strategies they use. They praise all children for their good behaviour, which motivates them to do well. They distract younger children when their interest and involvement in the activities of older children become disruptive. They have conversations with older children, explaining when they have done something which they perhaps should not have. This helps children to become well-rounded in their character.
- The childminder knows what children do at home and uses this information to broaden children's experiences in the setting. For example, she offers children the opportunity to engage in 'messy play' to explore and develop their finger strength and muscles. This type of activity is new to some children. Parents speak highly of the service the childminder provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise when children might be at risk of harm in their home or the community. She knows what to do when she has a concern of this nature. The childminder updates her knowledge and understanding through regular training. She ensures the knowledge and understanding of her assistants through their induction and ongoing supervision sessions. The childminder has completed paediatric first-aid training, which means she can respond appropriately if a child has an accident. She has risk assessments in place to minimise hazards, such as where her pets can be when children play.

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

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

- develop opportunities for younger children to be more involved during routine activities, such as at mealtimes, to build their independence skills
- adapt the organisation of mealtimes so that children's emotional well-being is maintained throughout
- consider how group story-time activities can be further developed to keep children fully interested and engaged.

## Setting details

<b>Unique reference number</b>	2530451
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10202393
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	28 June 2021

## Information about this early years setting

The childminder registered in 2019 and lives in Holbeach St Johns, Lincolnshire. She operates all year round from 6am to 6pm, Monday to Saturday, except bank holidays and family holidays. The childminder provides overnight care. She holds a relevant level 3 qualification. She employs two assistants. The childminder provides free early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children happily interacted with the inspector during the inspection.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a story-time group activity.
- The inspector spoke to one parent during the inspection and took account of their views.
- 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.

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