

# Childminder report

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Inspection date:

21 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 show they are happy and confident. They smile and engage with one another frequently, by asking questions and extending their play. Children have access to a range of resources that are based on their interests and experiences. They choose from these independently throughout the day. Children are proud of what they create. They hold up their paintings to show their friends when they finish.

Children understand what is expected of them and they behave well. They use manners with one another and the childminder. Children respect one another. For example, older children pause when younger children make sounds, then respond to the sounds to let the other child know they have been heard. Children resolve conflicts on their own, and they manage their own feelings well. For example, when children fall out about the items they are playing with in the play kitchen, they share how they are feeling and come to a resolution together. They decided to take turns, letting one play with the items first and then the other child having a turn afterwards. Children have positive attitudes to learning and engage for prolonged periods of time with the resources and activities the childminder provides.

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

- The childminder has a strong understanding of child development. This feeds into her step-by-step learning plans for children's development. These are supported by the range of activities and resources she provides to enhance learning through different stages.
- The childminder introduces children to new skills. For example, older children pass the childminder paint sticks for help with opening. She shows them how to do it, by twisting the end, and encourages them to have a go for themselves. Children practise and then throughout the morning, independently twist the paints open.
- The childminder supports families to extend children's learning at home. She shares information about what children can do and what they have been working towards. For example, when children have been mark making, the childminder shares specifically what they were using and suggests items to try at home, to develop this skill further.
- Children are supported to develop their independence. The childminder encourages children to find their own shoes, put them on and carry their own belongings. Children take themselves to the toilet, but they are supported, when needed, by the childminder.
- The childminder uses number language frequently. She points to pictures in stories and supports children to count with her. When children sit for lunch, they

count down from five with the childminder for 'blast off'.

- The childminder promotes children's thinking skills. She addresses any misconceptions children have. For example, children look at animal pictures, and when they point to pictures of dolphins, they call them whales. The childminder repeats back that it is a dolphin. When children see a dolphin again, they name it correctly.
- Parents are very happy with the childminder. They highly commend the care and support the childminder provides. They share that their children's confidence has been positively impacted on by the childminder. Parents feel the childminder communicates well with them. They share that the childminder goes above and beyond to support families, for example she has supported families to access funding for childcare.
- The childminder supports children to understand the wider community. She talks about a range of religions and cultures. Children engage with local coffee mornings and toddler groups. The childminder takes the children to local shops, as well as providing children access to opportunities, such as swimming and trampolining.
- The childminder encourages children to embed what they already know. She asks questions, repeats, and rephrases information to clarify children's understanding. However, she does not introduce children to information beyond what they already know. For example, when children successfully match pictures of food items on a board and label the food items, the childminder praises children but does not extend or introduce new information.
- Older children are introduced to new language and the childminder frequently uses words that children already know to embed their understanding. However, younger children are not communicated with as effectively. For example, when younger children sit with the childminder they are happy and sit well, however, the childminder does not offer sounds or language to engage them or to enhance their vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of safeguarding. She fully understands how to identify and report any concerns about children or their families. She understands wider safeguarding issues, such as keeping children safe online and the risks of families or children being radicalised. The childminder ensures the suitability of her household members. She keeps her knowledge of local safeguarding procedures up to date. She is aware of the procedures to follow if an allegation is made against her or any adults living in her home. The childminder ensures the learning environment is clean, safe and suitable for children to play and learn in.

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

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

- develop interactions with children further, to ensure all children are introduced to new information to extend their learning and development beyond what they already know
- enhance skills to ensure all children are exposed to new language, to develop their vocabulary skills.

## Setting details

<b>Unique reference number</b>	260496
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10234465
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

The childminder registered in 1995 and lives in Ingham, Lincoln. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides before- and after- school care and holiday club sessions for school aged children. The childminder provides two-, three- and four-year-old children with funded places.

## Information about this inspection

**Inspector**  
Alice Anders

## 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 inspector observed the interactions between the childminder and children. They discussed the impact of the curriculum on children's learning.
- Parents shared their views with the inspector.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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