

Childminder report

Inspection date: 3 October 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 confident and happy when they arrive. They are keen to explore and investigate the toys and resources offered. Children make independent choices about what they want to play with. They are encouraged by the childminder to tidy up toys when they have finished playing with them. Children smile when they receive a 'high five' to praise their efforts. This helps to give children a sense of responsibility for caring for the toys and environment. Children show positive relationships with their peers. For example, younger children attempt to sit on older children's knees. Older children put their arms around their friends.

Children are encouraged to develop a love of books. Younger children sit with the childminder to look at age-appropriate books. They are asked to feel different textures on the pages and to listen to the story. Younger children are supported to understand songs and rhymes they hear. For example, when they hear a song about a spider and a drainpipe, the childminder pours water through a plastic tube and drops a spider through it. Older children are confident communicators. They are keen to talk to the childminder, her assistants and their peers about their experiences. When they hold discussions about Halloween, children say 'it gets scary.'

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

- The childminder extends her professional development. She attends training courses to help develop her knowledge of how to support the behaviour of children with special educational needs and/or disabilities (SEND). For example, she supports children with their emotions and feelings when they are asked to follow rules and boundaries.
- The childminder promotes children's emotional well-being. When new children start, they are invited to attend settling-in sessions. These help them to become familiar with the childminder, her co-childminder, the assistant and the environment before they are separated from parents. The childminder liaises with parents to support children with SEND. For example, they are collected before other children leave to avoid times of uncertainty for them.
- The childminder praises children's positive behaviour and models being polite. For example, when children pass her a book, she says 'thank you' and gives them a 'high five'. This helps children to understand what is expected of them.
- The childminder ensures that daily routines are a learning opportunity for children. For example, when she changes children's nappies, she sings songs and talks to them. This helps to support their communication skills and makes this a positive experience for children.
- The childminder gathers feedback from parents to help her to reflect on her practice and what she offers children. She has made recent changes to the

routines in the day to ensure that children eat and drink regularly, to promote a nutritious diet and their oral health.

- Older children are given opportunities to be independent, such as to prepare snacks. However, during this time, the childminder's assistant does not implement all learning intentions to help build on children's understanding. For example, when children use safety knives to cut up grapes and bananas, they are not fully supported to understand why the equipment needs to be used safely.
- Parents provide positive comments about the childminder. They appreciate the written reports and photos they receive, showing their children's progress and achievements.
- The childminder uses observations and assessments to help identify how she can support children to build on their learning. She plans activities to encourage younger children to use their senses. For example, they copy the childminder to smell herbs, such as sage. However, occasionally during these times, the childminder overwhelms younger children with different resources. This limits their ability to concentrate and practise specific skills.
- The childminder provides children with opportunities to learn skills for their move on to school. For example, older children are encouraged to sit, listen and follow instructions during group times. They begin to learn the days of the week and remember events that happen on those days.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks the environment to make sure it is safe for children to play. The outside gate has a code that is changed regularly to stop unauthorised people from having access to children. This helps to keep children safe. The childminder and her assistant understand the signs and symptoms that could indicate a child is at risk of harm or abuse. This includes being able to identify if children or parents are being drawn into radicalisation. They know where to report concerns about children's safety or if an allegation of abuse is made about any adults who work with the children. This helps to promote children's safety.

What does the setting need to do to improve?

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

- support assistants with the delivery of some activities to include all identified learning intentions for children
- strengthen the planning of adult-led activities to encourage younger children to practise specific skills.

Setting details

Unique reference number	EY460837
Local authority	Lincolnshire
Inspection number	10236133
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 3
Total number of places	18
Number of children on roll	8
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Lincoln, Lincolnshire. She operates all year round from 8am until 6pm, Monday to Friday, except for two weeks at Christmas and bank holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 4 qualification and works with a co-childminder and assistants.

Information about this inspection

Inspector
Hayley Ruane

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documents and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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