

Childminder report

Inspection date: 17 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home happy and confident. They smile and wave goodbye to their parents at the door. Children are proud of what they achieve. For example, at breakfast time, children butter their own toast, and younger children are supported to spread the butter evenly. Once finished, they shout, 'I did it,' and smile.

Children are independent. They hang their belongings up and make their way into the playroom. Throughout the morning, children take themselves to the toilet and wash their hands ready for mealtimes. Children respect one another and work together to make pretend tea and snacks. They place pretend food on plates and serve, offering a cup of pretend tea to their friends and the childminder.

Children develop their mathematical skills. They scoop, measure and pour coloured rice into different-sized tubs. The childminder uses language such as 'big' and 'little' and 'more' and 'less'. She supports older children to identify differences and similarities and then to match the items together. Younger children enjoy counting eye stickers on pumpkins with the childminder, counting up to 10 together.

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

- The childminder knows the children in her care and their families well. She gathers information, which helps her to provide different experiences for the children that they may not have access to at home. For example, she supports children to use the stairs and takes children out into large green spaces.
- The childminder supports children's understanding of the world around them. She takes children into the local community, such as to parks and shops, and attends groups. Children learn the names of vegetables. They plant, grow and harvest them from the childminder's garden.
- Parents are happy with the childcare and education that is provided by the childminder. They say that the childminder takes their children out into the environment and that this supports their learning. Because of the regular communication offered by the childminder, parents feel supported to develop their children's learning at home. For example, the childminder shares behaviour strategies, which parents have replicated at home to support them when they find children's behaviour challenging.
- The childminder attends training to ensure she has up-to-date knowledge and can support the families she works with. For example, the childminder has attended specific training linked to families' circumstances. The childminder says that this supported her understanding of the feelings the children may be experiencing and how to support their learning. She states that the training supported her to hold conversations with parents and families in a sensitive way.

- Children are encouraged to use vocabulary that they already know. The childminder pauses for children to fill in a missing word, and she comments and asks questions to support children to communicate. However, she does not always introduce new vocabulary beyond what they already know. For example, when children begin talking about Halloween items, she repeats words children have used, but does not consistently enable all children to try using new words.
- The childminder supports children to settle in her care and offers reassuring hugs when needed. She helps them to share with their friends. However, sometimes, the childminder does not give children full emotional support. For example, when children show their emotions, the childminder does not name the emotion, to consistently support children to understand and then express how they are feeling themselves.
- Children behave well. They sit nicely and wait for one another to finish snack, and they follow routines and listen to the childminder when she gives instructions. Even though the childminder supports positive behaviour and has behavioural expectations in place, some children do not yet understand that their actions can affect others. They take toys and get close to other children, even when children ask them to stop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding. She can share her understanding of the signs and symptoms of abuse. She is aware of her responsibility to ensure children are safe and knows the processes to follow to make referrals to support families or reduce the risk of further harm. The childminder updates her knowledge through ongoing training. Through this, she has developed her knowledge of wider safeguarding concerns within society, such as radicalisation and county lines. The childminder ensures the suitability of everyone living in the house through appropriate checks. She is clear about the process to follow if an allegation is made against herself or a member of the household.

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 enhance all children's vocabulary beyond what they already know
- support children to understand their feelings and provide them with the language to express their own emotions
- support children even more to understand behaviour expectations and that their actions affect others and enable them to behave appropriately and have greater self-control in social situations.

Setting details

Unique reference number	EY366215
Local authority	Lincolnshire
Inspection number	10233394
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	1 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2007 and lives in Grantham. She operates term time only, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder offers funded sessions for two-, three- and four-year-old children. She also offers a before- and after-school club.

Information about this inspection

Inspector
Alice Anders

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector 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 inspector carried out a joint observation with the childminder.
- 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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