

Childminder report

Inspection date: 19 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 are keen to play with their friends when they arrive at the childminder's house. They confidently move around her home and share their thoughts and views with the childminder. Outside children show positive relationships with their friends. They are excited to take turns to play a game of hide and seek. Children say, 'I am the monster' when they search for other children who hide. Children show good imaginative skills when they pretend that a toy doll has chicken pox. The childminder suggests they check the doll's temperature and provides them with pretend doctor's equipment to help them develop their play.

Children behave well, are polite and show kindness to their peers. They try to help to tie the laces on their friends' shoes. When children drop toys on the floor, others quickly show a willingness to pick them up and receive a 'thank you' for their help. Children are independent. They are encouraged to put on their coats and shoes by themselves. Children peel their own fruit at snack time. When asked, children help to tidy away toys before they get others out. This helps them to take responsibility for caring for the environment. Children follow good hand hygiene routines to promote their good health.

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

- The childminder extends her professional development. She accesses information on the internet to increase her knowledge of how to support children who speak English as an additional language. For example, she uses children's home languages as well as English to support their language development.
- The childminder provides children with opportunities to develop their social skills in preparation for their move on to school. For example, she takes them to children's groups, where they have opportunities to mix with larger groups of children who are a similar age.
- When children first start attending, the childminder gathers information from parents about their children's abilities. She uses this information, as well as her own observations and assessments, to identify what children need to learn next. This helps to give her a full picture of children's learning and to support their good progress.
- The childminder reflects on her practice and identifies ways to improve children's experiences. For example, she arranges toys and equipment to enable children to make independent choices about what they want to play with. Furthermore, she purchases a canopy for outdoors, providing children with shelter when they play outside in all weather.
- The childminder encourages children to develop a love of books. When she reads them stories, children are encouraged to think. For example, she asks them questions about the images they see on the pages. Children join in to tell

the story, such as when they pretend to beep a car horn.

- The childminder provides opportunities for children to learn how vegetables grow. Children help her plant and water seeds and to pick the produce, such as carrots and courgettes. The childminder gives parents information about how they can continue this learning at home, such as to encourage children to grow their own plants and vegetables. This supports a united approach to helping children progress.
- The childminder plans activities that children are keen to take part in. However, occasionally, when children want to take their learning in a different direction, the childminder does not respond flexibly to their ideas. For example, when children want to make a ball out of play dough and add food colouring, the childminder asks them to knead the play dough instead. This means that children are not always encouraged to develop their own creative ideas.
- The childminder offers children healthy snacks and drinks to promote a healthy diet. She supports children to understand the importance of oral hygiene. For example, children use their own toothbrushes to clean their teeth after lunch.
- The childminder encourages children to learn about the importance of sharing. She talks to children about how it may make others sad if they do not share. This encourages children to recognise the feelings of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms that may suggest a child is at risk of harm, abuse or radicalisation. She knows where to report concerns about children's safety. Furthermore, she understands the procedure to follow if safeguarding concerns are made against herself or her family. The childminder helps children to understand how they can keep themselves safe. For example, children talk confidently about where they will go if there is a fire in the house. The childminder supports parents to keep their children safe at home. For instance, she gives them information about how to promote children's safety when they access the internet.

What does the setting need to do to improve?

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

- develop children's emerging interests and ideas during adult-led activities to help build on their learning.

Setting details

Unique reference number	EY379646
Local authority	Lincolnshire
Inspection number	10235238
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	2 to 14
Total number of places	6
Number of children on roll	12
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Grantham, Lincolnshire. She operates all year round, from 5am until 7pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and provides occasional overnight care.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 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 outdoors, 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. She reviewed a sample of documentation.
- 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.

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