

Childminder report

Inspection date: 24 January 2023

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 show that they feel safe and secure in the childminder's care. They demonstrate positive relationships with the childminder and their peers. For example, children talk confidently to the childminder and answer the questions she asks them, encouraging their thinking skills. Children greet others when they arrive with a friendly 'hello' and a kind rub on their arm. They laugh when they hide behind curtains and play peek-a-boo with their friends. Children learn how to share. They take it in turns to sit on the childminder's knee to do actions to nursery rhymes.

The childminder knows the children well and how to help them to progress in their development. Children develop a love of books when they sit with her and are asked to open flaps on the pages to see what is underneath. They are encouraged to develop their understanding of the shapes of toys they play with. Children show their understanding of technology. They put their fingers on the childminder's watch and use it to make the images on the screen move. Children show a good imagination when they play with toy food and pretend to cook in a role play kitchen. They copy the childminder when they pretend to push buttons on a toy microwave.

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

- The childminder supports children's communication and language skills well. For example, she encourages children to extend their vocabulary and introduces new words for them to copy, such as 'hippopotamus'. The childminder sings nursery rhymes and helps younger children to understand different parts of their bodies. For instance, she touches their head, shoulders knees and toes to help them to make connections with the words they hear in the song.
- The childminder encourages children to be physically active. Children are encouraged to move their bodies in different ways to pretend to be different animals. The childminder shows them how to crouch down and to jump up like a frog. Children lay on their tummies and move their arms when they pretend to swim like an otter.
- The childminder has rules and boundaries in her home, such as being kind and saying 'please' and 'thank you'. She gives children praise for their achievements. For example, she claps her hands when children jump. This helps to raise their self-esteem.
- The childminder use information from parents about their children's learning and her own observations and assessments to identify how to build on children's learning. Overall, she supports children's development well. However, children hear background noise, such as nursery rhymes, that are played on an electronic device during their play. As a result, when the childminder uses the same device

to plan activities, children do not always listen or engage in learning because they hear it all the time.

- Children are supported to be emotionally ready for changes they will face. This includes when they are expecting new siblings in the family. The childminder provides children with opportunities to play with dolls and to be helpful during nappy changing times, such as fetching nappies and wipes for her to use.
- The childminder talks to parents daily about activities their children enjoy. Parents comment positively about the childminder. They say that she offers children a home-from-home environment where they grow in confidence. However, the childminder does not fully support parents to continue their children's learning at home. This will provide a more united approach to supporting children's development.
- The childminder extends her professional development. Recent relevant training has developed her knowledge of how to support children to learn about oral health. For example, she provides them with opportunities to listen to stories about visiting a dentist. Children use toothbrushes and pretend teeth in their play, and learn the importance of cleaning their teeth.
- The childminder encourages children to be independent, helping them to learn skills for the future. Children are encouraged to wash their hands after messy activities or using the toilet and before eating, with minimal support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to identify if children are being exposed to harm and abuse. Furthermore, she can recognise if children are witnessing extreme views and beliefs. The childminder knows where to report concerns about children's welfare. Furthermore, she knows where to report any concerns she may have about other adults working with children. The childminder carries out safety checks in the environment. She uses a fire guard in the playroom to stop children accessing the fireplace. The childminder talks to children about the importance of holding hands with an adult when they walk in the street. This helps them to learn how they can keep themselves safe.

What does the setting need to do to improve?

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

- review the use of background sounds, to enhance children's engagement and listening skills during planned activities
- offer parents ideas and suggestions about how they can continue to further support their children's learning at home.

Setting details

Unique reference number	EY102992
Local authority	Lincolnshire
Inspection number	10263066
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 2002 and lives in Grimoldby, Lincolnshire. She operates from 8am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification and works with a co-childminder.

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 the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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 and evidence of the suitability of persons living in the household.
- Written 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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