

Childminder report

Inspection date: 9 February 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 behave well and are helpful and kind. They are happy to work alongside the childminder and her assistant to tidy away toys when familiar music is played. Older children help younger children to get their shoes on before they play outdoors. They put chairs around tables and ensure that all children have drinks at lunchtime. Children are shown how to use tools in a safe environment. For example, they use safety knives safely to cut up banana at snack time. Children show positive relationships with the childminder and her assistant. For instance, they ask to sit next to the assistant at snack time.

Children are keen to explore and investigate the toys and resources offered indoors and in the garden. Babies show excitement when they see bubbles floating in the air. They stretch and reach out for them, encouraging their physical skills. When babies begin to walk, they confidently cruise around, holding onto the furniture for support. Children show a positive attitude to trying new experiences. This includes extending their knowledge of farming and how vegetables grow. Older children complete farm animal puzzles and learn how tractors sow seeds in fields. They find potatoes and carrots in soil and wash them.

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

- Since the COVID-19 pandemic, the childminder focuses her curriculum on supporting children's communication, language and social skills. For example, children are encouraged to take part in conversations with the childminder and her assistant. Children are taken to groups where they have opportunities to mix and interact with children who are a similar age.
- The childminder reflects on her practice. She makes changes to the resources she offers children, such as to introduce soft-play equipment. This helps children to develop their core strength. Younger children climb up steps on large soft-play shapes and go down slides on their bottoms. Older children balance when they walk over pretend bridges.
- The childminder offers children a healthy range of food and drinks to promote a nutritious diet. However, the childminder and her assistant do not consistently reinforce children's understanding of good hygiene practices, such as to wash their hands before they eat their snack.
- The childminder provides opportunities for children to develop a love of books. For example, she asks younger children to choose which books they would like to view. The childminder asks them questions about the images they see on the pages and to lift flaps to see what is underneath. This helps children to take part in the story telling. Older children use their imagination and are supported to bring stories to life. They walk over a pretend bridge and hear the childminder's assistant under the bridge saying 'Who is that trip trapping over my bridge?'

- The childminder finds out about children's experiences at home and provides activities to broaden their knowledge. For example, the childminder offers younger children plenty of messy play activities, such as painting and to feel the texture of soil on their hands. This encourages children to learn through exploration and their senses.
- The childminder keeps parents informed about their children's daily routines and activities they enjoy. She supports parents to continue their children's care and learning at home. For example, she gives parents suggestions to help with their children's bedtime routines and behaviour. This helps to create a united approach to supporting children's development.
- Children are keen to join adult-led activities. However, occasionally, the assistant leaves out resources that distracts children's attention when they are trying to concentrate. This means that they are not able to benefit fully from the learning experiences being offered.
- The childminder and her assistant encourage children to use good manners when they receive and ask for food and toys. They give children praise for their achievements, such as a 'high five' when they peel the paper from the back of stickers. This helps to raise their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand how to identify if children are being exposed to harm, radicalisation or strong beliefs. They know where to report any concerns they have regarding children's safety. The childminder works in partnership with other professionals and safeguarding agencies to promote the welfare of children. The childminder uses safety equipment in her home. For example, she has a small fence that stops children accessing certain areas unaccompanied. She uses age-appropriate chairs for younger children at mealtimes to ensure they sit securely. Passwords and photographs from parents are used if other people arrive to collect children. This is to ensure that they leave her care with an appropriate adult.

What does the setting need to do to improve?

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

- strengthen children's understanding of how self-care and hygiene routines can help to maintain their good health
- support the assistant to minimise distractions when offering adult-led activities to encourage children to focus.

Setting details

Unique reference number	EY404409
Local authority	Lincolnshire
Inspection number	10265091
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 10
Total number of places	12
Number of children on roll	24
Date of previous inspection	24 May 2017

Information about this early years setting

The childminder registered in 2010 and lives in Skellingthorpe, Lincoln. She operates all year round from 6.30am until 6pm, 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 works with an assistant. She 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 provider and has taken that into account in their evaluation of the provider.
- 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 and her assistant. She reviewed a sample of documentation.
- Written feedback from parents and older children 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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