

# Childminder report

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Inspection date: 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy to leave their parents when they arrive at the childminder's home. They are keen to explore toys and resources and search to find small people characters that reflect their favourite superheroes. Children play cooperatively and show their imagination when they play with small-world toys. They learn how to use a cannon on a toy pirate ship, putting a pretend person inside, pressing a button and watching it shoot out the end. Children demonstrate their imagination further when they use pretend phones. They hold a toy phone in front of them and use it as a steering wheel, turning it around when they move in different directions.

Children have opportunities to develop a love of books. When the childminder reads them stories, they listen well. Children are encouraged by the childminder to develop their confidence to join in with others' play and are given encouragement and a supportive hand to hold. When children first start attending, the childminder offers children settling-in sessions. During these visits she offers toys that interest them, helping children to feel emotionally secure. The childminder helps children to understand how they can keep themselves safe. For example, she talks to them about road safety and about how climbing on furniture may compromise their safety.

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

- The childminder offers children experiences that some children do not have at home. This includes helping children to develop their social skills. For example, the childminder takes them to toddler groups and to meet childminders who have other minded children. This provides children with opportunities to play and interact with a variety of children.
- The childminder shares information with parents about their children's achievements. She works with parents to support children's individual needs, for example to encourage them to eat a wider variety of foods and to manage their behaviour. This helps to provide a united approach to supporting children's development.
- The childminder uses her curriculum to plan daily opportunities to support children's learning, including encouraging them to be physically active. For example, she invites children to join in an 'active time', when she plays music and children move their bodies and pretend to be different animals. Children stomp their feet like an elephant.
- Children's interests are used to help build on their learning. For example, when children are interested in cars, the childminder puts toy cars in paint to encourage them to be creative and to make marks. The childminder attaches tunnels to walls for children to drop toy cars down to learn about speed.
- Overall, the childminder supports children's communication and language skills

well. For example, she gets down to children's level when she speaks to them and removes dummies from children's mouths to encourage their speaking skills. However, occasionally, the childminder uses different ways to say words, such as 'doggy' for a dog, 'horsey' for a horse and 'ducky' for a duck. Although these words may help children's understanding of the objects they play with, they do not support them in consistently learning the correct pronunciation of words.

- The childminder works in partnership with other early years settings that children also attend. Information about children's learning is shared and helps to give her a fuller picture of children's abilities and to plan for their learning.
- The childminder praises children for their achievements. For example, she gives children a 'high five' for being physically active and says 'well done' when children sit around a table to eat snacks. When children show slight disagreements in their play, the childminder models language that children can use to help them learn how to share, such as 'Can I have a turn, please?'.
- The childminder offers children a healthy range of snacks and drinks. She speaks to parents about providing their children with nutritious lunches. The childminder talks to children about how fruit is good for their bodies. However, she does not fully help them understand the importance and benefits of taking care of their oral health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify if children are exposed to extreme views or at risk of harm. She knows where to report concerns about children's safety. The childminder carries out safety checks in her home. For example, she gets down to a child's level to help her identify and remove any potential hazards at their height. She has safety catches on kitchen cupboards to stop children from accessing cleaning products and regularly checks smoke alarms. The childminder supervises children when they eat to promote their safety.

## What does the setting need to do to improve?

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

- develop opportunities for children to hear the correct pronunciation of words
- help children to understand the benefits of good oral health.

## Setting details

<b>Unique reference number</b>	EY362669
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10264853
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.30am until 5.30pm, 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.

## 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 childminder.
- 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.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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