

Childminder report

Inspection date: 11 April 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children develop close bonds with the childminder and her assistant. They giggle as they practise a pattern of different hand claps and gestures with the assistant when they arrive, explaining this is their special handshake. Children make choices in their play from a range of fully accessible resources. They use their imagination and show confidence in sharing ideas while playing with dinosaurs and cars. Children act out different scenarios using different sounds and noises for different types of dinosaurs. They imitate the language they hear from the childminder and are keen to invite their friends to join in. The childminder helps the children to develop firm friendships. Children are proud to share with her how they 'helped their friend' during play.

From a young age, the childminder and her assistant encourage children to be independent and learn daily routines. Children learn to wash their hands independently and can explain why this is important. They choose and peel fruit at snack time without needing support, including some fruits that take perseverance, such as an orange. They explain why some foods and drinks, such as water, are good for them and keep them healthy. Children know the positive behaviours expected of them by the childminder and follow her instructions, including sitting at the table while they eat and using good manners. They learn to take responsibility for their rubbish and discuss with each other what goes into the recycle bin and why.

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

- The childminder now knows her responsibility to notify Ofsted of assistants who work on the premises to ensure children's safety. Since her last inspection, she has shared the necessary information to enable the required checks to be carried out to verify their suitability to work with children.
- The childminder and her assistant know all children in their care very well, including their personalities. The childminder plays alongside children to identify what they already know and can do. She uses this information to plan children's next steps in learning and shares this information with her assistant. The childminder recognises when children may need additional support and puts this in place in a timely manner.
- The childminder and her assistant plan adult-led activities that focus on what children need to learn next. They encourage children to develop their counting skills and ability to recognise numbers while matching different puzzle pieces. The assistant gives children time to think and try for themselves and suggests ways to help them, such as pointing and counting across in lines.
- The childminder offers opportunities in the environment for children to play that are focused on their interests. Children practise their physical skills in the garden

by throwing string hoops onto vertical sticks and joining in other sports games. The childminder reminds them to take turns and praise their friends for trying their best. She helps children to develop their throw to best 'score'. However, the childminder and assistant do not always adjust their practice enough based on the way individual children learn. Therefore, they do not always provide the most effective experiences or interactions for all children to develop new skills and knowledge through their chosen play.

- The childminder holds conversations with children that encourage their language and confidence in speaking. She gives children space to practise their social skills with each other and prompts them when needed.
- The childminder and assistant have high expectations of children's behaviour. They offer children vast amounts of praise during the day, which motivates them. The assistant teaches children rhymes that they use to remind each other of the expectations, such as 'teamwork makes the dream work'.
- The childminder and her assistant assign a child to be a 'captain' for the day whose 'job' is to help their friends. Children learn a sense of responsibility by carrying equipment outside and helping put things away when they have finished playing.
- The childminder and assistant undertake training to keep their knowledge of safeguarding and first aid up to date. However, they do not fully consider the needs of the children they are caring for when planning professional development. Consequently, the training they undertake does not always have a positive impact on the experiences or opportunities they provide for children.
- Parents and carers are positive about the experiences the childminder provides children that they might not get at home, such as caring for dogs and animal safety. They comment that communication is excellent and are grateful for the ideas the childminder shares that help their children learn at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe. They have a thorough understanding of the signs and symptoms that a child may be at risk of harm. The childminder and her assistant accurately record any concerns and know how and when to make a referral to other professionals, such as children's social services. They undertake regular safeguarding training and keep their knowledge up to date. The childminder checks the ongoing suitability of persons living in the household and working directly with children. She has a robust visitor procedure that includes checking identification and not allowing visitors to be left alone with children. The childminder and her assistant regularly check the environment to ensure that it is safe for children to play and follow thorough hygiene procedures.

What does the setting need to do to improve?

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

- develop how knowledge about individual children is used to tailor experiences and interactions to the different ways in which they learn
- enhance professional development to focus training more precisely on children's emerging needs.

Setting details

Unique reference number	EY263632
Local authority	Lincolnshire
Inspection number	10260989
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 October 2022

Information about this early years setting

The childminder registered in 2003 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.45am 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 works with an assistant.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The childminder and inspector observed and evaluated an activity.
- The inspector observed the childminder, her assistant and children of all ages through the setting.
- The inspector held discussions with the childminder and her assistant regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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