

# Childminder report

---

Inspection date: 3 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children's emotional development is supported well by the childminder and her assistant. The impact of their secure attachments is seen as children happily receive comfort and reassurance from them. The childminder has considered the steps children take in their social development. She has planned a gradual approach for children to start playing as part of a group. Children access activities that they enjoy alongside others. Over time, they start to interact and play with their peers when the childminder moves their favourite resources into a shared space. Children's confidence quickly grows, and they become independent in their learning as they explore the play environment around them.

Children are kind and considerate. They learn these skills through watching and copying the behaviour of the childminder and her assistant. With some support, children start to recognise some risks that they encounter during their play. They demonstrate this when rice falls to the floor. Children are quick to find a dustpan and brush and show how responsible they are by sweeping up the fallen rice. This contributes to maintaining a safe and organised learning environment. The childminder and her assistant offer lots of encouragement and praise. This motivates the children and helps them to recognise that they are behaving in the right way.

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

- The childminder has devised a curriculum where children of all ages can share in their learning and development through inclusive activities. Currently, there is focus on supporting children's communication and language development. Children are benefiting from this focus, but sometimes the childminder and her assistant overlook other areas of learning and development that individual children are progressing in, when they chose to take an activity in a new direction.
- Children are becoming confident communicators. The childminder and her assistant use a range of strategies to support this. They extend children's vocabulary by introducing new words through extending sentences. They recast words that children mispronounce. The childminder's assistant engages children in reading activities. Children excitedly explain what will happen next in the book, demonstrating a familiarity with the story being read.
- The childminder uses national events, such as the coronation of King Charles III to teach children new information. She teaches children that three lines will follow the king's name to indicate that he is the third King Charles. The childminder recognises that this is a good opportunity to broaden children's knowledge and experiences. This helps children to understand more about the country in which they live, their culture and heritage.

- The childminder has built solid relationships with parents. She has systems in place to share information with them about children's learning and development. Parents comment on the progress that their children are making in the care of the childminder. They explain that she has supported their understanding of child development, and the activities that they can do to promote their child's learning at home.
- The childminder pays high regard to the values that she wishes to instil in children. For example, she teaches children about showing respect for others by asking their permission before she carries out any personal care tasks. Through this, children learn that they have rights and a say in matters that affect them.
- The childminder and her assistant are supporting children to become independent in their care and learning. The childminder recognises these are important skills that children need for school. Children find their own shoes in preparation for going outside. They are involved in their own nappy changing routines by finding their bags and taking out the things that they need.
- Generally, children behave well. They are happily engaged in learning and show good levels of concentration. However, sometimes the childminder interrupts children's learning. For example, she asks children to stop transporting rice when the game starts to become messy. Children respond quickly to this instruction. However, they are left looking lost because the childminder does not redirect their focus or offer an alternative way for them to continue their learning about transportation.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can confidently recognise the signs that may suggest a child is at risk of harm in their home or community. They know what to do if they have a concern of this nature. The childminder and her assistant have completed first-aid training so they can respond appropriately to minor medical emergencies or accidents. Children play in a safe and secure environment. The childminder risk assesses her home and addresses any hazards that children may come into contact with. For example, she has fitted stairgate at the foot of her staircase.

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

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

- respond promptly to children when they show a different interest in an activity to quickly extend new learning and development
- maintain purposeful learning through successfully redirecting children's activity when this is needed.

## Setting details

<b>Unique reference number</b>	111369
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10284147
<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>	1 to 4
<b>Total number of places</b>	7
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	16 August 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Cherry Willingham. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one childcare assistant and provides occasional overnight care. She holds a childcare qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Whalley

## 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 setting.
- The childminder and inspector completed a tour of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder outdoors.
- The inspector read references written by eight parents during the inspection and took account of their views.
- The inspector spoke to the childminder's assistant at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, which the childminder provided on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023