

# Childminder report

---

Inspection date: 23 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 show positive relationships with the childminder. The childminder greets children warmly when they sit on her knee to look at photos of previous trips into the community. This helps them to remember their previous experiences. Children say that the childminder makes them happy when they play with play dough together. The childminder shares her expectations of behaviour with children. For example, children say 'please' when they want a toy and 'excuse me' when moving past the childminder. They are polite and use good manners. Children learn about stranger danger and road safety through discussions with the childminder. They say that they need to hold hands when they walk and to stop near the road. This shows their understanding of how they can keep themselves safe.

Children enjoy being physically active. They take it in turns with the childminder and visitors to hit a balloon in the air, stopping it from landing on the floor. Children laugh with the childminder when they jump up to try to reach it. Children have opportunities to learn how to plant and grow strawberries with the childminder in her garden. They tell visitors that the strawberries need water to grow. The childminder takes children for trips to woodland areas to learn about nature. Children make a tally chart with the childminder to show how many ladybirds they see. The childminder helps children to recognise the number they find, supporting their mathematical skills.

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

- The childminder gathers information from parents about children's prior abilities when they first start attending. She uses this, along with her own observations and assessments, to help children progress in their development. The childminder helps children to learn about people who help them. When children say that they are a nurse and pretend to use doctor's equipment, the childminder shows them what the equipment is used for.
- The childminder is aware that due to the COVID-19 pandemic, some children did not socialise with many people, except for their immediate family. Therefore, when children first start, she works in partnerships with parents to offer children short visits. These increase gradually until children are settled and feel comfortable in her care.
- The childminder provides opportunities for children to develop their understanding of the wider world. For example, children learn about traditional foods from other countries. The childminder uses a map to show children the countries where the food originates from.
- The childminder supports children's communication and language skills well. For example, she introduces new words to help extend their vocabulary. This includes naming objects children play with, such as a stethoscope. However,

occasionally, the childminder does not plan activities precisely enough to help children to build on what they already know and can do. For example, when she asks children questions, they share their knowledge of what they already know. The childminder does not help children to build on this.

- Children learn skills for their move on to school, such as to be independent. The childminder asks children to put on their own shoes and coats. Children explain to visitors that they know which foot their shoe goes on because the label on the shoe should be on the outside.
- The childminder keeps parents informed about their children's day. She talks to them daily about their children's learning and shares photos of activities that their children have enjoyed doing. The childminder works closely in partnership with parents when children are learning how to use the toilet. Children have a chart and stickers to praise their achievements when they use the potty. This partnership working contributes to providing consistency in children's care and learning.
- The childminder helps children to be emotionally ready for when they start school. For example, she takes children with her when taking older children to school in the mornings and evenings. This helps children to become familiar with the environment. The childminder talks to children about the uniform that they will wear for school.
- The childminder extends her professional development. Recent training has increased her knowledge of how to identify if children are being exposed to risks in the home, such as domestic violence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home. Doors are locked and garden gates are securely fastened to stop unauthorised people from having access to children. The childminder asks parents for photos of other people who may be collecting children. This is to ensure that children leave her care with a person who parents are aware of. The childminder explains how she will keep children safe in the event of a critical incident. The childminder recognises how to identify if children are being exposed to strong beliefs or radicalisation. She knows where to report concerns about children's safety.

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

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

- strengthen the planning of activities to more precisely identify how to help children to build on what they already know and can do.

## Setting details

<b>Unique reference number</b>	257405
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10285412
<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>	4 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	5 October 2017

## Information about this early years setting

The childminder registered in 2001 and lives in Skegness, Lincolnshire. She operates during school term time from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## 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 childminder.
- The childminder and the inspector carried out 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 and local schools 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.

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