

Childminder report

Inspection date: 27 July 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

When children arrive at the childminder's house, they know the routine. Children sit on the floor and take off their shoes. The childminder asks children to put their lunch boxes in her fridge, promoting their independence. Children listen, follow instructions and this daily routine, that is implemented by the childminder, helps children to feel secure in her care. Children develop their social skills from the positive interactions the childminder has with them. For example, children laugh with excitement when they watch her put a scarf on her head and blow it off. Children are encouraged to show positive relationships with their peers. For example, the childminder reminds children to take turns to play with toys. Children learn how to be kind to animals and to stroke the childminder's dog gently. This helps them to learn how to keep themselves safe when they are around dogs.

When children play in the garden, they learn how to use balls in different ways. For example, the childminder shows them how to catch a ball and roll it down a slide. Children are keen to copy, showing good hand-eye coordination and learning new skills. The childminder asks children to build with construction toys. When they struggle to do this and their tower falls over, children are encouraged to try again. Children have opportunities to develop a love of books. When they sit with the childminder to listen to stories, they are asked to find images on the pages. This helps to maintain children's interest and concentration.

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

- The childminder focuses her curriculum on supporting children's communication and language skills. She talks to children about what they are doing when she plays alongside them. This helps children to understand the words that link to their actions. The childminder plans activities to encourage children's speaking skills. For example, she sings songs with children and asks them to blow bubble mixture to make bubbles, helping to develop the muscles in their mouths.
- The childminder provides children with toys and resources that encourage them to solve problems in their play. For example, younger children use keys to try to open doors on toys. When they struggle to do this, the childminder shows children, providing hand-over-hand support to put the key in a hole and turn it. This encourages children to persevere and show a positive attitude to learning.
- The childminder extends her professional development. For example, she completes online training courses to help develop her knowledge of how to promote children's oral hygiene. The childminder introduces toys and books that help children to learn how to clean their teeth and the importance of visiting a dentist.
- The childminder provides healthy snacks and drinks for children. She reminds children to wash their hands prior to eating, to promote hand-hygiene routines.

However, not all hygiene routines are encouraged consistently. For example, when children cough or sneeze, the childminder does not ask them to put their hand over their nose and mouth and to wash their hands afterwards.

- The childminder helps children to learn how they can keep themselves safe. For example, she asks them to hold onto the pushchair when they walk with her in the street. She shows children books to help them learn about how to cross the road safely.
- The childminder talks to parents and shares photos with them of activities children enjoy. This helps to keep them informed about their children's day. However, when children move on to school, the childminder does not share information about children's learning with teachers. This would provide more consistency in their development.
- Parents comment how their children's speech, walking and general development has improved since starting. They appreciate the verbal handover they receive from the childminder at the end of their child's day.
- The childminder plans trips to help broaden children's social skills. For example, she takes them to toddler groups and to mix with other childminders and their minded children. This helps to provide opportunities for children to socialise with a range of different people.
- The childminder reflects on her practice and gathers feedback from parents in the form of questionnaires. Recent changes include introducing a role-play airport for children to play with. This is to help children to develop their imagination and to be aware of forms of transport they will use when they go on holidays with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home, removing any identified hazards. She ensures that doors and garden gates are securely locked. This helps to provide children with a safe space to play. The childminder refreshes her knowledge of safeguarding through, for example, attending training courses. She is able to identify the signs that may suggest a child is at risk of harm. This includes being able to recognise if children are being exposed to radicalisation or extreme views. The childminder knows the relevant safeguarding agencies to contact if she has concerns about a child in her care.

What does the setting need to do to improve?

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

- help children to follow and understand the importance of hygiene practices, particularly with regard to when they cough and sneeze
- share information about children's learning with teachers when they move on to

school, to help promote consistency in their learning.

Setting details

Unique reference number	EY469772
Local authority	Lincolnshire
Inspection number	10280507
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Witham St Hughs, Lincolnshire. She operates all year round from 7.45am until 5.30pm, Monday to Thursday, 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 setting.
- 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 interacted 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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