

Childminder report

Inspection date:

27 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are helped by the childminder to feel emotionally secure in her home. For example, she ensures that children's favourite toys are available for them to play with when they arrive. Children receive cuddles and reassurance from the childminder if they become upset, which helps children to feel safe in her care.

Children are supported to revisit previous learning to secure their knowledge. For example, the childminder asks children to remember previous stories about a hedgehog. Children share what they remember, such as that the hedgehog has an apple on its back. Children are confident to interact with visitors, telling them that they like playing with other children and the play dough. Children are supported by the childminder to be physically active. For example, she plays music to action rhymes, and children copy her to identify parts of their bodies, such as their head, shoulders, knees and toes. Children receive praise from the childminder for taking part, which helps to raise their self-esteem. They smile in appreciation of the praise they receive. The childminder helps children to recognise significant numbers. For example, when children bring her plastic numbers, she talks to them about the numbers being the same as their age.

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

- The childminder uses her curriculum to support children to progress in their development, such as their language and communication. For example, she asks children a good range of questions to encourage their thinking skills and to express their thoughts and ideas. When the childminder reads children stories, she asks younger children to feel the different textures on the pages. Children copy the words the childminder uses to describe the textures, such as 'fuzzy' and 'prickly', which helps to extend their vocabulary.
- The childminder provides children with experiences that they would not necessarily receive elsewhere. For example, she takes them to experience being in an aeroplane to learn about different forms of transport. The childminder takes children to a local railway to ride on a train, allowing children to follow their interests.
- Overall, children's self-care skills are supported well by the childminder. For example, children use a step to reach the sink to wash their hands independently. However, some children are not supported to be emotionally prepared for other self-care routines. For instance, the childminder does not help some children to be emotionally ready for toileting, especially when they show a fear of using the toilet and potty.
- The childminder has rules and boundaries in her home. She helps children to understand what is expected of them. Children listen well and follow instructions, such as when the childminder asks them to tidy away toys. This

helps children to take responsibility for caring for the environment.

- The childminder offers children a range of nutritious snacks to help promote a healthy diet. She helps children to learn how food grows. For instance, children help to grow tomatoes and cucumbers and take these home to share with their parents. The childminder gives parents information when their children first start about how to provide healthy lunches for their children.
- The childminder extends her professional development. For example, she attends training courses to extend her knowledge of how to promote children's oral health. From this training, she arranges for children to have a visit from a dentist and provides activities for children to learn how they can clean their teeth.
- The childminder shares information with parents about their children's learning and gives them suggestions about how they can continue this at home. For example, she asks them to look for numbers on doors and bins to help them develop their children's mathematics skills. However, when children move on to school, the childminder does not share information about children's abilities with school teachers, to help to promote consistency in their development.
- The childminder and her co-childminder reflect on their practice, identifying improvements that impact positively on children's learning. For example, the childminder has changed the layout in her home to enable toys and resources to be more accessible for children. This enables children to follow their interests and choose toys they want to play with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home, carrying out safety checks in the environment and ensuring that doors and garden gates are securely locked. The childminder has a camera doorbell so she can see visitors to her home before letting them in. All visitors are asked to sign in on arrival. If children are being collected by other people, the childminder asks parents for a photo of the person and a password. This is to ensure that children leave her care with a person who parents are aware of. The childminder understands her responsibilities to safeguard children. She knows where to report any concerns she has regarding children's welfare or safety.

What does the setting need to do to improve?

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

- find ways to help children to be emotionally ready for toileting, to support their self-care skills
- share information about children's learning with school teachers when children move on to school, to help promote consistency in their development.

Setting details

Unique reference number	EY312363
Local authority	Lincolnshire
Inspection number	10308182
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	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 March 2018

Information about this early years setting

The childminder registered in 2005 and lives in Grantham, Lincolnshire. She operates all year round, from 7.45am until 5pm, 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 and works with her husband, who is her co-childminder. She provides occasional overnight care.

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 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 and her co-childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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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