

Childminder report

Inspection date:

5 December 2022

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

Children are happy and confidently move around the childminder's home. They show positive relationships with the childminder and her assistant. For example, they are creative when they pretend to make the assistant a birthday cake. Children sing happy birthday to her and ask her to pretend to blow out the candles. They show their imagination further when they play in sand. They tell their friends that they are going to dig up the road. Children take it in turns to use toy transport vehicles and tools and show good hand and eye coordination when they use scoops to move sand.

The childminder and her assistant know the children well. They support them to progress in their mathematical skills. When children identify familiar numbers, such as their age, they are supported to recognise other numbers. Children are introduced to language that helps them begin to understand concepts, such as 'heavy', when they carry containers full of sand. Children's self-care routines are supported well. During a nappy change, the assistant talks to the child throughout, encouraging cooperation and speaking skills. When children begin to use the toilet, they are supported by the childminder to perceive this as a positive experience.

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

- When children first start, the childminder gathers information about their previous learning and experiences. She uses this information to plan for children's development and to broaden the experiences they have at home. She helps children to learn about their local community and people who help them. For example, children go with the childminder and her assistant to local shops, the library and walks for in woodland.
- The childminder extends her professional development. This has helped her to develop her knowledge of how to support children's communication and language skills. For example, she has gathered ideas for activities to support children's speaking skills, and she shares these with parents. This contributes to providing a united approach to helping children progress.
- The childminder reflects on her provision and makes changes to improve outcomes for children. One of these changes includes helping children to develop a love of books. She increased the range of books that children access to promote their interest in numbers and animals. Erecting a canopy in her garden has been another improvement. This provides children with shelter from the sun in the summer and a place for them to play safely outside in all weather.
- The childminder and her assistant model using good manners, encouraging children to be polite. Children receive praise for their achievements, for example when they catch a ball. They take it in turns to wash their hands before eating food, promoting good hand-hygiene routines. However, when children become

upset or are asked about their own feelings, the assistant does not support them to understand why they feel this way.

- The childminder and her assistant use children's self-chosen activities to build on their learning. For example, when children take an interest in throwing balls inside, the assistant gives them coloured bean bags to throw into a container. This gives them a target to aim for and supports them to have more precision when throwing. Outdoors, when children use balls to throw into a hoop, the childminder and children use chalk on a board to write the number of balls that go in. This encourages children to develop their early writing skills and to make their own marks with chalk.
- Overall, the childminder helps children to learn how they can keep themselves safe. Children learn about road safety and stranger danger. However, the childminder does not help children to develop their knowledge of potential risks they could encounter when they access information online at home.
- Children are encouraged to complete tasks by themselves. For example, the childminder asks children to put on their shoes, coats and hats before they play outside. Children are reminded to get a tissue to wipe their nose. During snacktime, children use knives safely to butter their cracker.

Safeguarding

The arrangements for safeguarding are effective.

The childminder discusses child protection with her assistant regularly to ensure that their knowledge is current. They know how to identify possible signs of abuse. This includes being able to recognise if children are being exposed to radicalisation or extreme beliefs. The childminder knows where to report concerns about children's safety. Furthermore, she knows the procedure to follow in the event of an allegation of abuse being made about herself, her assistant or family members. The childminder maintains a safe and secure home. Doors and garden gates are securely locked to stop unauthorised people from gaining access.

What does the setting need to do to improve?

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

- develop the assistant's skills in how to support children to understand their own feelings and emotions
- help children to develop an understanding of potential risks they could encounter when they access information on the internet at home.

Setting details

Unique reference number	208641
Local authority	Lincolnshire
Inspection number	10234326
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 1998 and lives in Scotter, Gainsborough. She operates all year round, from 7.30am until 5.45pm, 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 works with an assistant.

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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, 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 assistant. 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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