

Childminder report

Inspection date: 16 January 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

Children settle quickly in the calm and secure environment of the childminder's home. They develop their small-muscle skills as they explore inset jigsaw puzzles. Children twist and turn the puzzle pieces to move them into the holes. They further develop this skill as they examine and carefully handle plastic tweezers. Children lift up pom-poms with the tweezers and transfer them onto a rainbow shape, watching carefully as they persevere. They snuggle in to listen to their favourite stories, which they have chosen. Children join in as they find the mouse hidden on each page of the book. They develop their language skills as they discover new words, such as 'bumpy' and 'rough'.

Children begin to develop their imaginative play as they explore role-play items and create a picnic. They further develop their imaginative skills as they pretend to change their dolls' nappies and use a baby wipe to clean the dolls' faces after they have eaten. Children begin to explore and grasp crayons to make a variety of circular and zig zag marks on paper. They show delight and pride as they hold up their creations. Children start to recognise and explore sound as they shake boxes with items inside them. They develop this knowledge further as they recognise the sound of the doorbell and listen to familiar nursery rhymes.

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

- Parents speak warmly of the care and devotion the childminder provides. They say they are glad that she is in their lives and that she supports children's emotional needs well. Parents talk about the daily updates they receive, and the development of the good social interactions, behaviour and manners their children acquire in the childminder's home.
- Children benefit from regular trips out into the local environment. They develop their large-muscle skills when they visit local parks. Children learn about the environment around them when they visit the ducks, feed them and learn about their habitats. However, the childminder does not always model the correct pronunciation of words. For example, as she points to dogs in the community, she names them 'doggies'. This means that children do not routinely hear and learn the correct word or accurate pronunciation for things, so that they develop good communication and language skills for the future.
- The childminder has created a programme of education that is both interesting and relevant for the children in her care. Children benefit from well-sequenced learning, which supports them to make good progress in their development. However, at times, the childminder asks multiple questions in quick succession. Younger children sometimes struggle to process this information, resulting in them not being able to answer the questions offered.
- Children develop a good understanding of mathematical concepts. The

childminder delivers the use of mathematical language effectively during play. For example, when children are connecting tubes together, she teaches them concepts such as 'long' and 'short'.

- Children begin to gain independence at the childminder's. For example, she encourages them to dress themselves and select their own drink during the day. Children wipe their nose and put the tissue in the bin when they have finished.
- The childminder works in partnership with parents to ensure that children have a healthy diet. Children enjoy a wide range of healthy snacks, such as crackers, fruits and vegetables. They are offered water to drink. The childminder promotes oral health and provides opportunities for children to brush their teeth after breakfast. She talks to them about the importance of doing this regularly, to develop their understanding of the importance of good oral hygiene.
- Children behave well at the childminder's home. She gently reminds them to use their manners when they are asking for a drink or food. Children listen to instructions and are beginning to understand the importance of tidying up. The childminder praises children's efforts warmly as they respond to her direction.
- The childminder ensures that she completes mandatory training, including first-aid and safeguarding courses. However, she does not routinely keep abreast of other areas of her professional development, for example how to teach communication and language effectively in the early years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes mandatory safeguarding training so that her knowledge is current. She is able to identify signs and symptoms of abuse, such as sexual abuse and neglect. The childminder also understands wider safeguarding, such as keeping children safe from radicalisation and breast ironing. She has robust policies and procedures that she follows if an allegation is made against her or a family member. The childminder assesses all risks in the environment effectively. Children are taught to follow road safety guidance when walking to school. They hold hands and respond to the childminder's direction so that they safely cross the road.

What does the setting need to do to improve?

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

- strengthen the modelling of words so that that younger children can hear the correct pronunciation, to help them to develop speech and language skills
- provide children with enough time to think about and respond to questions
- access continuous professional development opportunities to raise the overall quality of education to an even higher level.

Setting details

Unique reference number	208775
Local authority	Lincolnshire
Inspection number	10262980
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 1988 and lives in Lincoln. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for two-, three- and four-year-old children. She holds an appropriate qualification equivalent to level 3.

Information about this inspection

Inspector

Stephanie North

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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.

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