

Childminder report

Inspection date:

10 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children establish close bonds with the caring and nurturing childminder and show that they feel safe and secure in her care. They confidently interact with her and are keen to express their thoughts and views. Children explore the well-resourced and clean environment freely, accessing resources that capture their interest. They show sustained concentration as they explore the texture of rice in a tray. Children practise their hand-eye coordination as they use containers to tip and pour the rice. However, children are not supported well enough to build on what they already know and can do. For example, babies are not offered enough support to extend their learning during planned activities.

Children enjoy activities that help their physical development. They navigate space effectively in the garden as they confidently ride on tricycles. Children learn to manage risks as they take it in turns to go down ramps in the garden. Children show independence throughout the day. They wash their hands confidently as part of their usual daily routines. Children attempt to put on their own shoes. They show confidence as they form meaningful friendships with their peers. Children behave well and support one another during snack time. For example, children turn their friend's banana around to help them, saying 'It's that way up.'

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

- The childminder attends training courses to extend her knowledge of how to promote children's good health. For example, she completes paediatric first aid to help secure her knowledge of how to treat a child in a minor medical emergency. However, the childminder works with a co-childminder who takes a lead on planning the curriculum for children. This means that she does not have a secure understanding of why she offers children different play experiences or how she can further help them to make progress in their learning. As a result, the childminder is less confident when it comes to implementing what is planned.
- The childminder encourages children to develop their communication skills. For example, she talks to children as she plays alongside them and sings songs that they enjoy. Children are encouraged to develop a love of books and are keen to listen to stories. The childminder engages children's attention, as she reads in an animated voice.
- Children benefit from well-established daily routines that support their emotional well-being. They confidently remind their friends to take off their shoes before they go into the cabin in the garden. Children know to wash their hands before they serve themselves snack. They demonstrate a clear understanding of behavioural expectations. For example, children listen to guidance from the childminder as she encourages them to play with others cooperatively. The

childminder models expectations of how to behave. This helps children to begin to resolve their own infrequent conflicts.

- The childminder generally plans activities that children are keen to join in. However, she does not differentiate these experiences for the different ages of children who take part. For example, she does not adapt activities to ensure babies can get involved and build on what they can already do.
- Children access a range of different experiences to broaden their learning. The childminder provides opportunities for them to learn about their local community. For example, children enjoy bus rides and visit the library to select and borrow books. Children attend toddler groups with the childminder where they mix with other children to help further develop their social skills.
- The childminder supports children's good health. She offers children healthy snacks and helps them develop an understanding of oral hygiene. Children take part in activities that support them to learn about the importance of looking after their teeth. They look at books linked to teeth cleaning and practise cleaning play teeth with toothbrushes.
- The childminder works closely in partnership with parents to keep them informed about their children's day. Parents say that the childminder ensures that their children are safe and well cared for. They comment that their children benefit from the opportunities the childminder provides, particularly when she takes them on outings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She knows how to identify the signs and symptoms of abuse. This includes being able to recognise if children are being exposed to radical views or ideas. She knows where to report any concerns about children's welfare, to promote their safety. The childminder is vigilant in recording any injuries children have when they arrive. She understands how to keep children safe online and communicates this with parents. This supports parents to keep their children safe, both online at home. The childminder carries out risk assessments to help minimise any risks in her home and when taking children on outings. This helps to promote children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve knowledge of how to implement an effective curriculum and ensure that children can build on what they already know and can do.	14/11/2022
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To further improve the quality of the early years provision, the provider should:

- identify how planned activities can be adapted more precisely to meet the learning needs of babies.

Setting details

Unique reference number	208847
Local authority	Lincolnshire
Inspection number	10233088
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	11 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 October 2016

Information about this early years setting

The childminder registered in 1999 and lives in Louth, Lincolnshire. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder at the same address.

Information about this inspection

Inspector

Emma Curry

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 discussion and talked through 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.
- The inspector held discussions with the 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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