

Childminder report

Inspection date: 14 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

When children first start attending the childminder supports children to feel comfortable, safe and secure in her home. For example, she finds out about children's interests and provides toys that reflect this, offering them familiarity. Children show positive relationships with the childminder. They laugh with her as they play a game of peekaboo when the childminder changes them out of wet clothes. Children are asked to take part in caring for their environment, such as by putting toys away before they play in the garden. Children show a willingness to help, encouraging their positive behaviour and giving them a sense of responsibility.

Children are encouraged to persevere in their play. For example, when they use wooden bricks to build a tower and it falls over, the childminder asks if they can build it again. Children have opportunities to develop their hand-to-eye coordination. They are given scoops to transfer rice from one container to another. The childminder talks to children about what they are doing and explains why rice falls through some of the containers that have holes in them. This helps younger children to understand what is happening. Children are supported to develop their early mathematical skills. For example, when children use spades to scoop sand, the childminder helps children to understand that the spade is heavy. This contributes to children's early understanding of weight.

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

- The childminder observes and assesses children's development. She uses this information to help her to identify what children need to learn next and how to support their progress. For example, when the childminder identifies that children need to develop their speaking skills, she talks to children when she plays alongside them. The childminder names objects younger children play with to support them to learn new words.
- The childminder provides children with opportunities to develop a love of books. She takes children to the library where they can access books. When the childminder reads children stories she uses different tones in her voice to capture their attention. This results in children sitting well and listening.
- The childminder helps children to develop their social skills. For example, she takes them to see other childminders and their minded children to enable children to mix with a variety of people.
- The childminder shares photos with parents about the activities their children take part in. Parents say that their children are well looked after in a safe, home-from-home environment. However, the childminder does not offer parents ideas and suggestions about how they can continue to support their children's learning at home, to provide continuity in children's development.

- The childminder has rules and boundaries in her home, such as, to use kind hands. This helps children to understand what is expected of them. The childminder gives children praise for their achievements, helping to raise their self-esteem.
- Children are given time to complete tasks by themselves. This includes the childminder asking children to put on their shoes and offering suggestions about which feet to put them on. The childminder recognises that these skills help children for the future and their move on to school. However, the childminder does not share information about children's development with all other early years settings and schools children will move on to provide consistency in children's learning.
- The childminder helps children to learn about the importance of cleaning their teeth. Children access activities that help them to learn how to brush teeth. The childminder offers children a nutritious range of snacks and drinks to promote a healthy diet. Children learn about how food grows. They take part in planting and watering seeds to develop their understanding of how carrots grow.
- The childminder liaises with her co-childminder and parents to help her to reflect on her practice. Recent changes she has made include following children's interest to wear sunglasses. The childminder purchased a range of different-coloured glasses, and understands she can use these to support children to count how many there are and to discuss the colours of the glasses, to aid their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about 'stranger danger' and about holding hands with an adult when they walk near the road. Children learn the procedure to follow in the event of a fire in the home. The childminder knows how to identify if children are at risk of potential harm. She understands how to recognise if children are being drawn into radicalisation or extreme views. She knows where to report concerns about children's safety. The childminder uses passwords that are provided by parents, if other people arrive to collect children. This ensures that children leave her care with a person known to parents.

What does the setting need to do to improve?

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

- offer parents ideas and suggestions about how they can continue to support their children's learning at home
- share information about children's development with all other early years settings and schools children move on to.

Setting details

Unique reference number	208847
Local authority	Lincolnshire
Inspection number	10260806
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2022

Information about this early years setting

The childminder registered in 1999 and lives in Louth, Lincolnshire. She operates all year round, from 8.30am until 4.30pm, 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 works with a co-childminder.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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, both 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 and 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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