

Childminder report

Inspection date: 16 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive into the childminder's care and show that they feel safe and secure. They show their independence when, for example, they take off their shoes and coats and put them in the allocated spaces. Before the childminder wipes children's noses or changes their nappies, she asks them if she can do this. This helps to create an environment of respect. Children show positive relationships with the childminder. For instance, younger children ask to sit on her knee to look at books. They laugh when they play a peek a boo game with her. Children play cooperatively and learn how to share. One example of this is when they take it in turns to roll toy cars down a length of guttering in the garden.

Children are progressing well in their development and learning new skills. For example, children copy the childminder when she shows younger children how to take a hoop off a toy, look through the hoop and say 'boo'. This supports children's hand-eye coordination and early speaking skills. Children have opportunities to develop their social skills and confidence in new situations. For instance, the childminder takes them to toddler groups where they have opportunities to mix and interact with children who are a similar age.

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

- The childminder supports children's emotional security and well-being effectively. For example, before children attend, the childminder visits them in their homes. This helps her to get to know the children and their families. She finds out about children's interests and care routines so she can follow these when children are in her care.
- Parents comment positively about the childminder. They appreciate the photos they receive from the childminder that gives them reassurance that their children are engaged in a wide variety of activities. Parents say that the childminder provides a safe, caring, engaging and loving environment where their children flourish.
- The childminder uses observations and assessments to help her to identify how she can support children to develop in their learning. For example, children are provided with opportunities to solve problems in their play. The childminder encourages them to think about how to arrange pieces of train track to make them fit together. However, occasionally the childminder does not help children to build on their interest and understanding of numbers and counting. For example, when children count and recognise numbers accurately, she does not help them to build on their knowledge.
- Children have opportunities to learn about their local community. For example, the childminder takes them for visits to the park for exercise, woodland area to explore nature and to a police station where they have opportunities to learn

about people who help them. This helps to broaden the experiences that children receive at home.

- The childminder gives children plenty of praise for their achievements. For example, she says well done when older children use a pen to begin to write numbers. The childminder claps her hands to praise younger children's achievements. This helps to raise their self-esteem and confidence.
- The childminder extends her professional development. For example, she completes training courses to help increase her knowledge of how to support children to understand oral health. For example, the childminder gives children activities to help them learn how to clean their teeth. She speaks to parents about registering their children with a dentist.
- The childminder works well in partnership with other early years settings that children also attend. She shares a report showing children's progress when they are between the ages of two- and three-years-old. The childminder discusses children's learning to help provide consistency in their development.
- The childminder reflects on her practice. She makes changes to increase opportunities for children, such as to recall from memory and to support their communication skills. For example, children take home a toy dinosaur and share their home experiences with the toy. Parents share photos with the childminder of the dinosaurs' adventures in their home. This enables the childminder to hold conversations with children about their previous experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to identify if children are being exposed to harm, strong beliefs or radicalisation. She has the contact numbers for the relevant agencies to contact if she has concerns about a child's safety or welfare. The childminder carries out safety checks in her home. This helps her to provide children with a safe space to play. The childminder ensures that children lay flat when they sleep and she checks on them regularly. When children travel in her car, she ensures that car seats are suitable for their age, height and weight.

What does the setting need to do to improve?

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

- strengthen interactions with children to help build on their interest and understanding of numbers and counting.

Setting details

Unique reference number	208928
Local authority	Lincolnshire
Inspection number	10276189
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 July 2017

Information about this early years setting

The childminder registered in 1992 and lives in Nettleham, Lincolnshire. She operates all year round, from 7.45am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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. 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023