

Childminder report

Inspection date: 18 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at the childminder's house. They run down her pathway and greet the childminder warmly. Children are keen to enter the playroom to select toys and resources to play with. They have a wide range of toys to choose from, attractively arranged to ignite children's interest. For example, children show their imagination when they engage in small-world play with a doll's house and small toy-people figures.

Children's learning is supported well by the childminder. Daily routines offer children opportunities to understand words and rhymes. For example, when children show excitement to see soap bubbles on their hands when they wash them, the childminder sings a nursery rhyme about bubbles. Children show a sense of achievement in their own abilities. For instance, when they find a book they are looking for, they smile, hold it in the air and say 'It is this one'. Children show a love of books and take them to the childminder to read. They remember favourite stories and phrases in books and act these out in their play. For example, children put a toy doll in a bed and say 'it breaks'. Children have opportunities to build on their knowledge and vocabulary. They play cooperatively when they look at a variety of different flowers and are supported to recognise and name different parts, such as the stem and bulb.

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

- The childminder extends her professional development. She attends training courses which help to develop her knowledge of how to support children's communication and language skills. For example, the childminder gives children time to respond to the questions she asks them. She repeats words children say incorrectly to enable them to hear the correct pronunciation.
- The childminder uses her curriculum to focus on what children need to learn next and their interests. Children have frequent opportunities to practice skills, for example, to recognise and make patterns. This includes supporting children to identify patterns on material, for example when they use flower heads to create a sequenced pattern of white and yellow flowers.
- The childminder uses additional funding to plan experiences that contributes to children learning skills for school. This includes helping children to develop their social interactions and to hold conversations with others. For example, the childminder takes children to toddler groups where they have opportunities to interact with children of a similar age.
- The childminder uses pictures and mirrors to help children recognise different facial expressions. She asks children how they are feeling, such as happy or sad. However, the childminder does not fully help children to understand why they feel a certain way to help them develop their understanding of their own and

others' emotions.

- Children behave well. The childminder shows children respect; she gets down to their level and listens to their thoughts and views. The childminder has rules and boundaries in her home which children know and understand. For instance, children say that they need to 'hold on to the buggy' when they walk with the childminder to the park. They say that they need to use kind hands.
- The childminder supports children to learn about healthy foods and oral hygiene. For example, she talks to them about the importance of cleaning their teeth and going to a dentist. Children help the childminder to plant and grow nutritious foods, such as peas, beans and potatoes.
- Children have opportunities to access technology in their play to support their understanding of how to use devices. For example, when the childminder takes children to shops, she encourages them to scan the food before buying it. However, the childminder does not help children to understand what to do and how to identify potential risks they may encounter when they use technology to access the internet at home.
- The childminder shares photographs of activities children enjoy with parents. This helps to keep them informed about their children's day. Parents comment positively about the childminder. They say that she provides a 'wonderland which has taken over her home, showing her dedication and effort she gives all the children'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She has a good knowledge of how to identify the signs and symptoms of abuse. This includes being able to recognise if children are being exposed to extreme views. The childminder has a comprehensive safeguarding policy to refer to, which includes the telephone numbers of agencies to contact to make referrals about children's safety. The childminder maintains a safe and secure home. She has CCTV that enables her to see any visitors to her home before opening the door. This helps to stop unauthorised people from having access to children.

What does the setting need to do to improve?

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

- help children to develop their understanding of their own emotions and those of others
- support children to understand what to do and how to identify potential risks when they use technology to access the internet at home.

Setting details

Unique reference number	209183
Local authority	Lincolnshire
Inspection number	10280702
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	4 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2000 and lives in Spalding, Lincolnshire. She operates during school term time from 9am until 2pm, 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 holds an appropriate level 4 qualification.

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 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 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.
- The inspector spoke to parents and reviewed their written feedback, taking 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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