

Childminder report

Inspection date: 31 March 2022

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 take a keen interest in the environment and what is happening around them. When refuse vehicles arrive at the childminder's house, children wave and give the refuse workers a thumbs up. They are curious to see how the bins are emptied. Children scream with excitement when it begins to snow. They are keen to go outdoors, run around on the grass and to feel the snow on their hands. When they drop a handful of snow into a puddle, the childminder asks questions to encourage children to think, such as 'What is happening?' Children tell the childminder that the snow is melting. Children collect some of the snow and bring it indoors to use in their imaginary play. When the snow melts, they pour the water into baking trays and say that they are making toast.

Children show kindness to others. For example, older children peel younger children's banana at snack time. They help to clean paint off other children's faces after a painting activity. Children learn to share and take turns, for example, when they use pens to create artwork. The childminder focuses on helping younger children to develop the strength in their legs to begin to walk. Younger children move confidently and safely around her home when she holds on to their hands, offering support.

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

- The childminder works closely in partnership with staff at other early years settings children also attend. She finds out about how staff are supporting children's learning and complements this in her own setting. For example, when children are supported to extend their knowledge of numbers, she plays number games with them.
- Partnership working with parents is good. The childminder talks to parents daily about their children's achievements. She encourages children to share what they are learning at home with their friends. For example, children show others a plant they have grown at home. The childminder talks to the children to help them to learn that the roots grow downwards and the leaves grow upwards.
- The childminder extends her professional development. She has attended a relevant training course to help to develop her understanding of how to promote children's oral hygiene. The childminder reads stories to children about visiting the dentist. She reminds children to clean their teeth in the morning and at night. The childminder gives parents leaflets that explains how they can look after their children's teeth.
- The childminder reflects on the toys and resources she offers children. She makes improvements to further promote children to develop a love of books. She has purchased books to share with children to extend their understanding of the life cycle of a frog.

- The childminder encourages positive behaviour. She gives children praise for their achievements. The childminder gives children gentle reminders to use good manners when they ask for her help, such as to open food packaging.
- The childminder does not consistently support children to have a sense of responsibility for their learning environment. Particularly after they have finished playing with toys and equipment. For instance, she tidies up for children rather than encouraging them to help with this task.
- The childminder plans group activities for children to participate in. This includes offering children opportunities to be creative and to explore how colours can change. Children explore how to mix different-coloured paint to make the colour brown. However, other planned activities are not as successful. For example, when the childminder plans an activity for children to join in singing nursery rhymes, children do not always remain focused or fully engaged.
- When children first start attending, the childminder promotes children's emotional well-being. She offers children settling-in sessions. This helps children to become familiar with her and her home before they are separated from parents for longer periods of time.
- The childminder helps children to learn skills for the future. She encourages them to develop their communication and language skills. For example, when babies babble to the childminder, she babbles back. This helps babies to learn how to take turns in conversations. The childminder points to images in books to encourage babies to learn words for objects they see.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe environment for children to play in. She uses safety equipment in her home. For example, she has a safety gate at the bottom of her stairs. This stops children from accessing this area of her home. The childminder has a good understanding of how to identify the signs and symptoms that may suggest a child is at risk of harm. This includes if children are being exposed to radicalisation or female genital mutilation. The childminder knows where to report concerns about children's safety. The childminder maintains a first-aid qualification that ensures her knowledge is current. This gives her the knowledge to act appropriately in the event of an emergency.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop a sense of responsibility and to take care of their learning environment
- strengthen the planning of group times so that all children can make the most of the learning opportunities on offer and remain fully focused and engaged.

Setting details

Unique reference number	209247
Local authority	Lincolnshire
Inspection number	10219679
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	1 August 2016

Information about this early years setting

The childminder registered in 1997 and lives in Deeping St James, Peterborough, Lincolnshire. She operates all year round from 6.45am until 4.45pm, Monday to Friday, 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 3 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, 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 and older school-aged children 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 2022