

Childminder report

Inspection date: 9 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy singing songs with each other and the childminder and her assistants. They show a joy for music from a young age. Babies sit down on adults' laps, listening closely to the songs and smiling. One-year-old children develop their fine motor skills as they tap xylophones with a stick to make sounds. Two-year-old children develop their speaking skills as they sing 'Head, shoulders, knees and toes', while performing the correct actions. Children take turns to choose songs and roar early in anticipation of their favourite part.

Children learn to keep themselves safe with plenty of experiences to develop their physical skills. Babies crawl up steps and then slide down the slope on their front safely. Two-year-old children say 'beep' after being reminded to look out for others when they are pushing ride-on cars. They wait until children are out of the way before moving on safely.

Children show an eagerness to learn from the childminder and her assistants. They gather around a table when they notice that an activity is being set up. Children receive lots of praise from the childminder and her assistants when they do well. For example, they are told 'good boy' when they listen to gentle reminders about painting on the easel rather than the toys.

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

- The childminder and her assistants know children well. They provide a curriculum based on children's interests, their current knowledge and what they need to learn next in the areas of learning. The childminder and her assistants support children's communication and language skills well. They provide commentary as children 'scoop', 'stir' and 'pour' flour enthusiastically. Two-year-old children learn new words quickly. They ask the childminder to 'fix' the window on the playhouse after she had earlier told them she had fixed the roof.
- The childminder and her assistants develop secure bonds with the children. Children laugh uncontrollably when the childminder's assistant lifts the parachute they are hiding under and says 'peekaboo'. Babies seek the childminder when they feel unsure. They settle quickly when they can see her.
- The childminder uses information from parents to widen children's experiences. She takes children on various outings to help develop their understanding of the world. Children who are unsure of animals are taken to meet them at places such as farms. One-year-old children pull themselves to standing to have a closer look at the reindeer. Two-year-old children repeat the word 'reindeer' and learn that the animals have brown fur.
- The childminder and her assistants support children to develop their fine motor skills to help them become independent. For example, they encourage children

to have a go at cutting their own fruit. Babies are beginning to wipe their own faces after eating. Two-year-old children show determination to put on their own shoes and then pull the strap across successfully.

- Children are beginning to learn some rules and boundaries, such as the routines of the day. They sit down for group circle time, snack and lunch, and all soon fall asleep for their afternoon nap. The childminder and her assistants are good role models. They always use 'please' when making requests of children and 'thank you' when children listen. However, sometimes expectations for children are not as clear as they could be. For example, the childminder asks children to tidy repeatedly but does not show children what this means when they do not respond.
- The childminder and her assistants help children learn how to keep themselves healthy. Babies are asked if they are ready for their nappy change. They put out their arms to be lifted to show they are ready. One-year-old children are shown how to wash their hands. Two-year-olds do this for themselves, with instructions such as 'not forgetting to dry their hands'.
- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works well with parents and external agencies to develop a joint approach to supporting their learning. Children with SEND make good progress in their development.
- The childminder has regular meetings with her assistants to review the quality of the education they provide. They agree how they will be supporting children's learning the following week and then review how this went. The childminder and her assistants complete training, including online updates on changes to legislation. However, they have not identified areas that they could develop for their learning and development practice. For example, sometimes they do not give children enough time to think after they ask questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants have a good understanding of safeguarding through attending regular training. They are all clear on the signs of abuse and the procedures to follow if they have concerns. The childminder and her assistants supervise children to ensure they are safe. They watch children closely when they eat, making sure they have finished eating before they leave the table. The childminder ensures that the premises are secure, keeping the front door locked and the side gate bolted. She and her assistants keep the premises safe and clean. They complete a thorough clean of the surfaces and floor after lunch.

What does the setting need to do to improve?

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

- develop consistency of explanations regarding boundaries and rules so children have a clearer understanding
- improve monitoring of interactions with children to develop support for their learning even further, such as giving children more time to think.

Setting details

Unique reference number	2531588
Local authority	Lincolnshire
Inspection number	10206320
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	0 to 10
Total number of places	13
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Billingham, Lincolnshire. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, except bank holidays and family holidays. The childminder and one of her assistants hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Will Good

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documents on request.

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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