

Childminder report

Inspection date: 24 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed in to the childminder's family home. They settle in very quickly when they first start. This is because the childminder is kind, caring and spends time getting to know the children to meet their individual needs. Babies cry when they arrive on their first day as they get used to separating from their parents and grandparents. The childminder goes to great effort to soothe them, giving cuddles and taking them to quieter parts of the home until they adjust to the new environment. Babies are soon happy to explore the toys and activities on offer with the childminder always close by to offer them constant reassurance.

Children know the routines of the day well. The childminder involves them with everything she is doing. Children take pride in helping the childminder, her co-childminder and assistants to tidy up when they have finished playing. Older children know that to keep the babies safe there are certain toys they can only play with when the babies are asleep or in another room due to the small parts. The childminder praises children for their kindness in considering others. Children spend their day happily playing with the childminder and their friends. They confidently request certain toys, activities and songs and the childminder is happy to oblige. Children make good progress in their learning because the childminder implements an effective early years curriculum.

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

- The childminder is skilful at meeting more than one child's needs at the same time. She cuddles a baby when they become upset while simultaneously answering another child's question and helping older children to tidy their toys away. She praises the children for being helpful.
- The childminder sends photos of children to their parents during the day to show them what they have been doing and to reassure them that all is well. Parents comment that they really appreciate receiving these photos when they are at work.
- During the summer months, children have daily access to the childminder's garden where they can play and benefit from being outdoors. During the winter months the childminder takes children out and about in the local area each day to ensure that they get fresh air and physical activity outside. This contributes to children's good physical and mental health.
- Older children have the opportunity to practise their cutting skills with scissors. The assistant and childminder show children how to use the scissors safely and allow them to have a go and explore different ways of cutting. Children concentrate hard and persevere with this tricky task. The childminder and assistant praise the children for their efforts. They value the children's creations and proudly display them on the windows.

- The childminder finds out about all of the children and their families. She knows what they do at home and looks for ways to extend this when they are with her. For example, the childminder speaks with children about a museum they have visited and how they can learn more about firefighters and police officers. The childminder takes children on trips to places they have not been to before which gives them new experiences and broadens their horizons.
- The childminder is good at reflecting on her practice and making improvements. She works closely with her co-childminder and assistants. They communicate clearly so each one knows what they are doing. This contributes to the organised and smooth running of the setting.
- The childminder interacts with children positively and supports their learning well for the vast majority of time. However, during adult-led activities she asks children many questions without always giving them enough time to think, formulate a response and answer. This impacts on all children but especially the older children who are due to start school soon.
- Children make good progress in their communication and language, and early literacy. However, the childminder does not always ensure that children hear the correct words. For example, when children say 'naana' for banana and 'ta' for thank you, these words are repeated to them. This does acknowledge the children's early attempts at speaking but does not teach them how to pronounce words correctly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended paediatric first-aid training and is also a qualified nurse. Children receive appropriate emergency first aid when they become poorly. This ensures their health and safety. The childminder makes sure that her home is safe and suitable for children. She and her co-childminder and assistants deploy themselves effectively so that children are always supervised. The childminder ensures that her cats do not go in the room where children are sleeping. She recognises the indicators of child abuse and knows the procedures to follow if she has any concerns about a child in her care.

What does the setting need to do to improve?

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

- improve interactions with children to allow more time for thinking and speaking to support children's development further
- enhance the support for children to learn the correct pronunciation of words from a young age to ensure their communication and language skills develop well.

Setting details

Unique reference number	2579628
Local authority	Lincolnshire
Inspection number	10214581
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Gainsborough, Lincolnshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with her co-childminder and two assistants on a regular basis. The childminder is registered to provide overnight care. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Johnson

Inspection activities

- This was the first routine inspection the childminder 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 showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The inspector spoke to children, the childminder's co-childminder and assistant throughout the inspection.
- The childminder spoke to the inspector about their intentions for children's learning. Together, they discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder through written feedback provided to the inspector.
- The childminder provided the inspector with a sample of key documentation 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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