

Childminder report

Inspection date: 29 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are well cared for and well educated. The childminder and her assistant offer a variety of learning opportunities and activities for children to build on their prior learning and development. They take children on regular outings so that they can learn about their community. During these outings, the childminder strives to broaden children's experiences and teach them how to safely navigate the world around them. For example, when they approach a road, children take the childminder's hand and demonstrate their understanding of risk as they look left and right and listen for oncoming traffic. With the childminder's reassurance, children decide when it is safe and then cross the road. They are learning the essential knowledge they need for growing up.

Mealtimes are a social occasion. Children chatter among themselves. They demonstrate polite table manners when they are offered more snack. The childminder reads to the children while they eat. She asks questions about the book to encourage children's language growth and imagination development. Children happily follow instructions as they take their empty cups and plates to the kitchen. They return to the table, eager and excited to find out what the childminder has planned for them next.

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

- The childminder has worked hard since her last inspection to secure the improvements needed. She has met all the actions that were previously set. The childminder has sourced support from the local authority and has acted on advice. She has strengthened her practice through ongoing professional development and learning.
- The childminder makes sure that her assistant is kept up to date and informed. She schedules regular meetings to share information about children's learning and development. The childminder identifies gaps in her assistant's knowledge and addresses these by providing relevant training opportunities. This means that the childminder and her assistant have the skills and knowledge they need to fulfil their roles.
- The childminder creates an environment where each child can flourish. She knows children's learning preferences and interests well. The childminder uses this information to support children's positive behaviour and attitudes to learning. For example, she knows that some children love to learn outdoors where they can exercise, enjoy fresh air and be physically active in their play. The childminder provides many opportunities to support this.
- The childminder has thought carefully about how to best support children's behaviour. She successfully helps children to transition between activities by giving clear information about what is happening now and what will be

happening next. The childminder uses techniques such as a time countdown so that children know when things will be changing in their daily routine. This helps children to regulate their emotions because they feel informed about what will be happening.

- The childminder successfully sequences learning so that children's knowledge becomes embedded. For example, she follows up an outing to the duck pond with a sensory activity where children chat about their knowledge of wildlife and life cycles. Through this, the childminder introduces topical vocabulary, such as 'tadpole' and 'froglet'. However, occasionally, the childminder does not extend children's understanding when they show an interest in something new, such as shadows.
- Through a thoughtfully planned curriculum, the childminder prepares children well for their next stages of education. She recognises that children need certain skills to independently carry out tasks such as opening their own packed lunch. The childminder supports children to develop these skills and advises parents on what they can do to help at home. Parents say that they are grateful for the tips that the childminder provides.
- The childminder knows that some children attend other childcare settings and access external services. She understands the importance of partnership working to ensure consistency of care and education for children. However, the childminder has not yet established communication methods. As a result, information about children's learning and development is not routinely shared.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can recognise when a child may be at risk of harm in their home or community. They know how and where to report child protection concerns. The childminder knows how to escalate an allegation made against herself or her assistant. The childminder and her assistant have a first-aid qualification. This means that they can respond appropriately if a child has an accident. The childminder risk assesses her home, garden and outing locations. She makes sure that children are safe while on outings. For example, she carries a first-aid kit and children's emergency contact details.

What does the setting need to do to improve?

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

- extend children's thinking and understanding through ongoing explanation and clarification while children are engaged in play and on outings
- establish methods of communicating with other settings and services that children access, and share information effectively so that children's learning and development are consistently supported.

Setting details

Unique reference number	2581102
Local authority	Lincolnshire
Inspection number	10279727
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	6
Date of previous inspection	26 January 2023

Information about this early years setting

The childminder registered in 2020 and lives in Lincoln, Lincolnshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 she ensures that they are safe and suitable. The childminder demonstrated how she keeps children safe while on outings.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of her views.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to two parents during the inspection and took account of their views.
- 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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