

Childminder report

Inspection date: 18 July 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 curious learners. They explore the outside world with excitement and wonder, learning about nature as they do so. Children benefit from the childminder's attentive and knowledgeable teaching. For example, when children find a spider in the garden, the childminder explains that its body is called a thorax. The childminder is building on children's knowledge and understanding of the world, and children demonstrate what they have previously learned. Some children explain that the slugs have been eating the sunflowers that they are growing. Others are quick to identify that the butterfly they have spotted used to be a caterpillar. As children continue their learning independently, the childminder is quick to recognise and extend what they are doing. For instance, she provides magnifying glasses that children share to examine the details of the minibeasts they find.

The childminder successfully supports children's understanding of mathematics. At snack time, older children compare the length of their breadsticks. The childminder challenges children to identify the tallest one. She explains that as the children eat their breadstick, it gets shorter. The childminder helps younger children understand simpler mathematical concepts, such as 'one more'. The childminder stays close by to supervise children while they eat. She uses this time as an opportunity to read to children. Children show high levels of involvement and concentration as they are captivated by the childminder's storytelling. They giggle as she makes funny snoring noises. Through this activity, the childminder is supporting children's literacy development and promoting a love of books.

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

- The childminder has maintained improvements since her last inspection and recent Ofsted involvement. Children play in a safe and secure environment. The childminder routinely completes necessary paperwork. She supervises children adequately throughout all their daily activities, including while they eat and sleep.
- The childminder has worked closely with the local authority to develop her teaching practice. She has completed relevant training to secure her knowledge and understanding of how to support and extend children's learning. The childminder is clear about what she wants children to learn. She successfully teaches children through engaging them in age-appropriate activities.
- The childminder has refined how she supports children's communication and language development since her last inspection. She is swift to subtly correct children when they mispronounce a word, and she models how to say words correctly. That said, occasionally, the childminder does not give children enough time to process and respond when she asks a question or comments on what

they are doing. This sometimes limits children's opportunity to copy or reply.

- The childminder involves children in the local community to embed their learning and development. She takes children on outings to community groups so that they can practise using their developing communication and social skills with a range of different people. The childminder arranges visits from the local lollipop lady to support her teaching around road safety. These opportunities help to deepen children's knowledge and understanding.
- The childminder uses effective strategies to help shape children's behaviour. She distracts children with activities that she knows they are interested in when they start to become agitated. The childminder offers lots of positive reinforcement and praise when children are helpful or kind to their friends. This motivates children to behave well and helps to maintain a happy and harmonious environment.
- Children are growing in independence. The childminder tasks children to set the table before mealtimes. Children happily oblige. They match the colours of plates to chairs as they do so and pour their own drinks. Children independently put on and take off their shoes. They wash their hands, announcing, 'All clean!' on their return. Children are learning to take care of themselves and look after their own care needs.
- The childminder plans a broad curriculum where children are frequently introduced to new learning. She is ambitious in what she wants children to know. For example, she teaches older children about the dangers of sea pollution. However, the childminder does not always consider the best ways to sequence learning. This leaves some children unsure during activities because they do not have the prior knowledge that they need to support their understanding of a new topic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses her premises and provides a safe and secure place for children to play. She adopts safe sleep practices, frequently checking on children while they are asleep. The childminder can recognise when a child may be at risk of harm in their home or community. She knows how to report a child protection concern. The childminder knows what to do should an allegation be made against herself. She holds a current and valid first-aid qualification. This means she can respond appropriately if a child were to have an accident or minor injury.

What does the setting need to do to improve?

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

- allow children more time to process and respond to comments and questions to

encourage and extend their communication and language development and thinking skills

- consider different ways of introducing and sequencing new learning so that children have some prior knowledge when they approach a new topic.

Setting details

Unique reference number	2592174
Local authority	Lincolnshire
Inspection number	10281317
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 January 2023

Information about this early years setting

The childminder registered in 2020 and lives in Heighington, Lincolnshire. She operates all year round, from 8am until 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 childcare qualification. She offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with 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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