

Childminder report

Inspection date: 29 November 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 show that they feel safe and secure in the childminder's care. They often ask her for cuddles for comfort and reassurance. When they are asked, children are keen to help to tidy away toys. This encourages them to care for the environment. They smile when they receive a sticker for their efforts, helping to raise their self-esteem. Children are given gentle reminders to use good manners and to be polite. For example, when children receive fruit for snack, they say 'thank you'.

Children receive support to develop the muscles in their hands in preparation for early writing. They are given tweezers and are asked to pick up coloured rice. Children show good hand-to-eye coordination when they use cups to scoop up the rice. They show excitement and have fun when they shake the cups of rice. They laugh with their friends when the rice goes up into the air and lands on the floor. Children are creative and show a great imagination. For example, they tell the childminder that they are driving when they hold on to the edge of a mirror and pretend it is a steering wheel. Children put rice into saucepans and pretend to cook food. Children are given explanations about road safety when they go for walks with the childminder in the street.

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

- The childminder provides opportunities for children to take and manage risks in their play. For example, she encourages them to build and construct using tyres and planks of wood outdoors. Children show good balance and coordination when they confidently walk across a plank of wood that is raised at one end, jumping off when they reach the end. When they make the ramp steeper, children say, 'You might fall,' and decline when asked if they want to attempt to walk across the plank again.
- Children's emotional well-being is promoted well by the childminder. For example, when children first start attending, they are invited to attend for settling-in sessions. This helps children to become familiar with the childminder and her home before being left for long periods away from their parents.
- Overall, the childminder supports children's communication and language skills well. She asks children questions and gives them time to respond, encouraging their thinking skills. However, children who speak English as an additional language are not supported as effectively. The childminder does not use resources or activities that enable children to experience the language they speak and hear at home while in her setting, to support their language development and sense of belonging.
- The childminder extends her professional development. For instance, she attends relevant training courses to help to develop her knowledge of how to provide an enabling environment for children. The childminder gets down on her

hands and knees to look at the environment and resources from a child's height. This helps her to provide activities, resources and equipment to promote children's learning and safety.

- The childminder encourages children to complete tasks on their own. For example, she asks children to put on their shoes before they play outdoors and to peel their banana at snack time.
- The childminder provides a curriculum to support children to progress in their learning. This includes helping children to understand their feelings and emotions. The childminder reads children stories about how feelings relate to different colours. Children are asked to follow the story through completing actions. For example, they stomp their feet to indicate they are angry. They show the childminder how they can smile and be happy.
- The childminder provides activities to broaden children's learning and to help them to learn skills for the future. For instance, she provides opportunities for children to learn about how food grows and the process from ground to plate. Children buy seeds and plants and nurture them as they grow. They pick and eat the produce, such as cucumbers, tomatoes and strawberries, for snacks.
- Parents provide positive comments about the childminder. They say that she gives them regular updates about their children's progress and she respects their wishes. The childminder shares photos of children's achievements with parents. She talks to them about what children need to learn next. This helps to keep them informed about their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training. She understands the signs and symptoms that may suggest a child is at risk of harm. The childminder has a secure knowledge of how to identify if children are being exposed to radicalisation or extreme views. She knows where to report concerns about children's safety and welfare. The childminder maintains a safe and secure home. If unknown people arrive to collect children, she asks parents for passwords and photos and checks identification before letting children leave her care. The childminder has completed paediatric first-aid training. She has a first-aid box in her home and one for outings. This gives her the knowledge and equipment to react appropriately to a child's minor medical emergency.

What does the setting need to do to improve?

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

- strengthen knowledge of how to support language development and a sense of belonging for children who speak English as an additional language.

Setting details

Unique reference number	2598213
Local authority	Lincolnshire
Inspection number	10251486
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	2 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Witham St Hughes, Lincolnshire. She operates all year round from 7.30am until 5.45pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 childminder.
- The childminder and the 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 interacted 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 documents and evidence of the suitability of persons living in the household.
- Written feedback from parents 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.

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