

Childminder report

Inspection date: 29 June 2023

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 confident when they arrive. They are greeted warmly by the childminder and blow their parents a kiss as they leave. Children understand the routine. For example, they take off their shoes before they begin to play. This shows that they feel secure in the childminder's home. Children show a strong relationship with the childminder. They laugh with her when she peeps her head into a dark den to surprise them. Children are encouraged to have a positive attitude to learning. When children struggle to get paint from a bottle, they receive words of encouragement from the childminder. This helps them to persevere. Children receive praise from the childminder, which helps to raise their self-esteem.

Children enjoy being physically active in the childminder's garden. They are supported to develop their balance when they are asked to jump from one soft-play shape to another. The childminder makes this more challenging for children by adding more soft-play shapes to make the stack higher. Children with less confidence are offered the childminder's hand for support, which helps to promote their safety when they jump. Children develop a love of book. The childminder excitedly reads them stories, which helps to capture their interest. This leads on to children choosing their own books to look at.

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

- Since the COVID-19 pandemic, the childminder is aware that some children have not had many opportunities to develop their confidence in social situations. Therefore, she takes children to soft-play centres and singing groups where they have opportunities to mix and play with other children.
- The childminder encourages children to be independent. For example, she gives them time to take off and put on their shoes. Children are provided with a step in the bathroom so that they can reach the sink to wash their hands independently.
- The childminder observes and assesses children's development. This helps her to identify how to support children to progress in their learning. She plans experiences to help children learn about language to describe weight. For example, when children fill a bucket of sand and say that it is heavy, the childminder asks them how they can make it lighter. However, occasionally, during planned activities, the childminder does not support children to build on their interests and understanding of numbers and counting.
- The childminder encourages children to play cooperatively. For example, in the garden, children are asked to play on a see-saw together. The childminder celebrates children's achievements. For example, she gives them a 'high five' when they put on their shoes.

- Parents comment positively about the childminder and their children's experiences. They appreciate the childminder's welcoming home and the varied learning opportunities she provides for their children. Parents say that they are met with a welcoming smile each morning. The childminder shares photos and written comments with parents to keep them informed about their children's day.
- Overall, the childminder helps children to understand how they can keep themselves safe. For example, when she walks with them in the street, the childminder asks children to hold her hand and not to talk to strangers. However, the childminder has not thought of ways to encourage children to develop their knowledge of how to evacuate her home in the event of a fire.
- The childminder reflects on her practice and identifies how to improve outcomes for children. She attends training courses to develop her knowledge of how to care for children. A recent course has helped to extend the childminder's understanding of the importance of monitoring children when they sleep. She records the time she checks on them and shares this with parents.
- The childminder supports children to develop their speaking skills. She holds conversations with children to encourage back-and-forth communication. Children are asked to join in singing nursery rhymes, which helps them to understand rhyming words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks her home for hazards and removes these to promote children's safety, such as any broken toys. She uses safety equipment, such as a gate across the kitchen door, to stop children from accessing this room on their own. The childminder has a secure procedure in place if people she has not met before come to collect children. This is to ensure that children leave her care with a suitable adult who parents are aware of. The childminder knows how to identify if children are at risk of harm, abuse or radicalisation. She knows where to report concerns about children's safety or an allegation of abuse is made against herself.

What does the setting need to do to improve?

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

- strengthen interactions with children during planned activities to help build on their interests and understanding of numbers and counting
- help children to develop their knowledge of how to evacuate the home in the event of a fire.

Setting details

Unique reference number	2634584
Local authority	Lincolnshire
Inspection number	10289141
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Lea, Gainsborough, Lincolnshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder 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 setting.
- The childminder and the inspector had 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 on children's learning.
- Children spoke 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 documentation.
- 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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