

Childminder report

Inspection date: 3 October 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 excited to explore and investigate the toys and resources the childminder offers them. Children are encouraged to be independent. For example, the childminder gives them tissues to wipe their own noses. The childminder provides children with a step to use, so they are able to reach the sink safely to wash their hands, promoting good hand-hygiene routines. Children are supported to learn about road safety and stranger danger when they walk with the childminder in the street. This contributes to children's understanding of how they can keep themselves safe.

Children are able to follow their interests. For example, when children show an interest in rockets, the childminder provides them with a toy that if they jump on a pump, they are able to make a toy rocket fly into the air. This contributes to children developing their balance and coordination. The childminder encourages children to take it in turns to use the toy to promote positive behaviour. Children say, 'blast-off' before they jump and laugh with their peers and the childminder when the toy rocket shoots into the air. Children have opportunities to be creative and learn how to play musical instruments. The childminder shows children how to play instruments, such as how to use a triangle. This enables children to learn how to create different sounds.

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

- The childminder gathers information from parents about children's abilities. She uses this, along with her own observations and assessments, to identify how she can support children to progress in their learning. She helps children to develop their communication and language skills in preparation for future learning. For example, if children say words incorrectly, the childminder repeats the word, enabling children to hear the correct pronunciation.
- The childminder plans experiences for children to be creative and to explore and investigate messy play activities. This includes allowing children to play with dough and to feel the texture of shaving foam, bubbles and paint.
- Children are keen to play in the childminder's garden. When children access swinging equipment, the childminder uses mathematical language to help them understand shapes and opposites. For example, she asks children if they want to swing round and round or backwards and forwards. However, occasionally, the childminder does not support children to extend their knowledge of numbers and counting. For instance, when children count and recognise numbers they already know, the childminder does not build on their knowledge further.
- The childminder talks to parents daily and shares information with them about their children's learning. This helps to keep parents informed about their children's day. The childminder offers parents ideas and suggestions about how

they can continue to support their children's learning at home. This includes asking them to build on their children's speaking skills and independence.

- Parents comment positively about the childminder. They say how much their children enjoy eating fruit more since being with her and how she provides children with a balanced diet.
- When children move on to school, the childminder shares information with teachers about children's prior learning. However, when children attend the childminder's home and another early years setting, the childminder does not share or gather information with staff about children's development. This will help to provide consistency in children's learning.
- Prior to the childminder caring for children, she visits them in their homes. This is particularly effective to help children develop positive relationships with the childminder in the comfort of their own homes, supporting their emotional well-being.
- The childminder extends her professional development. She attends training courses to help develop her knowledge of safeguarding and how to promote children's safety. She gathers information from other professionals to help identify how she can help close any gaps in children's learning, such as to support their speaking skills.
- The childminder gives children gentle reminders to use good manners, such as when they ask for drinks. This is to encourage children to be polite. The childminder rewards children's achievements. For example, she claps her hands and gives children stickers. This helps to raise children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify if children may be subject to neglect or abuse. She understands how to recognise if children are being exposed to extreme views and beliefs. The childminder knows where to report any concerns she may have regarding children's safety and welfare. The childminder maintains a clean and tidy home. She carries out safety checks in her home and ensures that children tidy away toys before getting others out to minimise risks of children tripping. The childminder promotes children's good health. For example, in the summer months, she provides shelter for children to play under, so they are out of direct sunlight.

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 to help build on their knowledge of numbers and counting
- share and gather information from other nurseries or pre-schools that children also attend, to provide more consistency in their learning.

Setting details

Unique reference number	2649218
Local authority	Lincolnshire
Inspection number	10305289
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Spalding, Lincolnshire. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

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.
- The 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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