

Childminder report

Inspection date:

1 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder holds understanding about child development and stages of learning. This supports her to plan meaningful experiences for children. She has high aspirations for all children, which supports children being ready for their next stages of learning, such as transitioning to school.
- Children are supported by the childminder to understand their emotions. The childminder will support children when they are feeling different emotions. She will talk to children about how they are feeling and if they know the reasons why.
- The childminder will support children's communication and language development. She said she will comment and add more vocabulary to children's play, for example, if a child says 'car' she would say 'yellow car'. She describes how she will question children and repeat back what they say to correct mispronounced words.
- Children are exposed to experiences that support their knowledge and understanding of the world. The childminder explains that she attends local groups, as well as taking the children into the local community. For example, children visit local historical buildings and museums. The childminder adds that she plans trips on public transport to enable children to visit different environments.
- The childminder explains she works with children at their own pace to understand risk. For example, children are currently developing an awareness of road safety. On outings, when she has a smaller group of children, she supports children to hold onto the pushchair and walk, instead of being in the pushchair.
- The childminder explains how she supports children to increase their independence as they get older. For example, she encourages children to get changed and learn how to take their shoes and coats on and off. The childminder adds that she provides children with a bowl to wash their hands in when younger children cannot reach, so they learn how to do this for themselves.
- The childminder provides experiences for children to develop physically. Children have access to a variety of ways to make marks. The childminder says children have access to the garden. The childminder explains that she takes children to local parks to support them to build physical skills they cannot do in her home, for example, climbing and running.
- The childminder encourages positive relationships with children and their families. She comments that families are encouraged to come into her home before children start sessions with her. When children start with her, she gradually interacts with them to build their confidence. She labels items and uses their interests to engage in play with them.
- The childminder states she reflects how the environment can support children's needs. For example, she noticed children were not accessing books. To increase children's access, she chose focus books that she positioned in the environment for children to pick up themselves. She also reads to children individually and in

a group. After completing this, she noted children would pick up a book to bring over to her to read.

- The childminder understands her responsibility to safeguard children and their families. The childminder understands the signs of abuse and has attended safeguarding training. This has supported her to gain further knowledge on local issues, such as families being groomed or radicalised. She is clear on processes she must follow to support families and to work with other agencies as necessary.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY287550
Local authority	Lincolnshire
Inspection number	10234828
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	10
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2004 and lives in Lincoln. She operates all year round, Monday to Friday, except for bank holidays, family holidays and Christmas. Sessions are from 8am until 5.30pm. The childminder offers before- and after-school club, as well as a holiday club for school-aged children. She also offers two-, three- and four-year-old funded places.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the curriculum would be implemented and what impact this would have on children's learning.
- Parents' views were gathered by the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed safeguarding arrangements.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022