

# Childminder report

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Inspection date:

26 November 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistant offer children a homely and welcoming environment. Children show that they are happy and keen to arrive. They jump up and down with excitement. Children demonstrate their understanding of the routines of the day. For example, they sit on a step to take off their shoes. They demonstrate that they feel safe and secure. Children sit with the childminder and her assistant for a cuddle. They show positive relationships with them.

The childminder provides children with unique opportunities to learn about wildlife. For example, she takes them to see ducks near a river and to see deer at a golf course. Children learn about animals and where they live.

The childminder has high expectations of children's learning. She knows children well and supports their development effectively. For example, when children show an interest in trains, she ensures that they have train tracks and toy trains to play with and talks to children about what each one is called. Children show positive attitudes to learning. When children first start, the childminder gathers information from parents about children's prior learning and their abilities. This helps her to plan for children's good progress from the outset.

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

- The childminder helps children to get the best start in early education. She uses the curriculum to plan experiences for children to help support their social and emotional development. For example, she spends one-to-one time with children and plays alongside them. Children share their likes and interests with the childminder and are motivated to learn. They demonstrate that they are emotionally secure.
- The childminder encourages children to be independent. Children wash their hand prior to eating and select books they would like read to them.
- The childminder supports her assistant in her practice. For example, she holds a weekly meeting with her to discuss the needs of individual children and to extend her professional development.
- The childminder and her assistant demonstrate consistently good teaching. As a result, children make good progress from their starting points in learning.
- The childminder supports children's literacy skills well. For example, she reads stories to children and asks younger children to name the objects they see. This helps them to develop their speaking skills. When the childminder asks children questions about what is happening in the story, she gives them plenty of time to answer. This contributes to children's thinking skills.
- The childminder asks children to complete simple tasks, for example to fetch letters when they are posted through the door. This contributes to children's

sense of responsibility.

- The childminder actively encourages positive behaviour. Children are praised for their achievements and use good manners, such as saying 'thank you' when they receive their lunch. They are polite and behave well.
- The childminder supports children who speak English as an additional language well. For example, when children use their home language, she finds out the translation in English and repeats this to them. This encourages children to develop their understanding of English words. Other children hear languages from other countries. This contributes to their developing understanding of the world.
- The childminder makes improvements to her provision. Recent changes offer children a wider variety of resources to investigate and explore during craft activities. This encourages children to be creative and to develop their imaginative skills.
- The childminder shares with parents photographs of their children playing. She lets them know their children's levels of learning. However, she does not consistently offer parents ideas about how they can continue to support their children's learning at home.
- The childminder shares information with schools about children's learning and development when they move on. However, she has not developed practices for sharing information with other nurseries that children also attend, to enhance the experiences children receive in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home prior to children arriving. She uses safety equipment to stop children from accessing certain parts of her home unaccompanied. This provides children with a safe environment to play. The childminder gathers information from parents about children's dietary and medical needs when they first start. This helps her to meet children's good health. The childminder and her assistant have a good understanding of the signs of abuse and where to report any concerns they have regarding children's safety or welfare. Furthermore, they are familiar with the indicators of children being at risk of extreme views and ideas and wider aspects of child protection.

## What does the setting need to do to improve?

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

- consistently offer parents ideas about how they can continue to support their children's learning at home
- strengthen information-sharing practices with other nurseries that children also attend, to enhance further the continuity in children's learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY336925                                                                          |
| <b>Local authority</b>             | Lincolnshire                                                                      |
| <b>Inspection number</b>           | 10131282                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 7                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 13                                                                                |
| <b>Date of previous inspection</b> | 13 June 2016                                                                      |

## Information about this early years setting

The childminder registered in 2006 and lives in Grantham. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

### Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.

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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