

Childminder report

Inspection date: 22 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at the childminder's house and they confidently leave their parents. They show positive relationships with the childminder, her assistants and other children. For example, when children leave, they make sure that they say goodbye to everyone in attendance.

Children are excited to explore and investigate. Younger children feel the texture of rice on their hands. Older children use tools to scoop up rice. They show good levels of concentration and determination. The childminder knows children well and extends their learning. For example, when children find toy insects, the childminder names these, such as a butterfly and grasshopper. This helps to extend younger children's vocabulary. New equipment in the garden encourages older children to develop their balance and coordination. They walk across stepping blocks, following their friends safely. Younger children think about how they can move scooters, using one foot on the equipment and one on the ground. They show patience and a positive attitude to trying new experiences. Children show good hand-eye coordination. With encouragement, they take it in turns to throw beanbags into holes in a game. Children say that they have to wait two seconds before it is their turn.

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

- The childminder finds out about children's home life experiences when they first start attending. She is aware that some children, particularly due to the COVID-19 pandemic, have not had opportunities to mix with others. Because of this, she takes children to toddler groups where they are able to interact with other children of a similar age. This helps to develop their confidence in social situations.
- The childminder and her assistants work well in partnership with parents to promote children's development. They share information with parents about their children's learning and development. The childminder and her assistants discuss with parents what their children need to learn next and how to support them. Parents comment positively about the care their children receive. They say that they are kept well informed about their children's day, such as when they sleep, what they eat and activities they have enjoyed.
- The childminder and her assistants know what they want children to learn when they plan activities. However, occasionally, they do not ensure that younger children can easily access activities. Therefore, these children lose interest and do not benefit from the learning opportunities offered.
- The childminder works well alongside her assistants. She supports them to complete formal childcare qualifications to secure their knowledge of how to support children's development and to keep children safe. The childminder

extends her own professional development. Recent relevant training has increased her knowledge of how to help children to identify potential dangers when they access information online. This helps to promote children's safety and welfare.

- The childminder and her assistants encourage children to show positive behaviour. For example, they remind children to take turns to play musical instruments. The childminder and her assistants give children plenty of praise for their achievements, helping to raise their self-esteem.
- Children have plenty of opportunities to engage in physical play, indoors and outdoors. However, the childminder and her assistants do not always support children to understand the benefits of making healthy choices about food or the importance of oral hygiene.
- The childminder supports children's communication and language skills well. For example, she models language and repeats words the children say. This helps children to hear the correct pronunciation of words.
- The childminder and her assistants help to prepare children for future success. They provide opportunities for them to carry out tasks by themselves. For example, children get their own bowl and cup at snack time. They use a dustpan and brush to help the childminder to sweep up rice.
- The childminder stretches children's learning, including to encourage them to be creative. For example, she asks children to play musical instruments and to march when they hear songs. Children listen, follow instructions and explore how sounds can change when they bang and shake instruments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is safe for children to play. She uses safety equipment at mealtimes to ensure that children are sat in seats that are appropriate for their age and stage of development. The childminder and her assistants have a good understanding of how to identify the signs and symptoms that may suggest a child is at risk of harm. This includes if children are being exposed to radicalisation or female genital mutilation. The childminder knows where to report concerns about children's welfare and if an allegation is made against herself, her assistants or her family. This helps to promote children's safety.

What does the setting need to do to improve?

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

- improve the organisation of planned activities to further support the learning of younger children
- develop opportunities for children to improve their knowledge of making healthy choices about food and the importance of oral hygiene.

Setting details

Unique reference number	EY345558
Local authority	Lincolnshire
Inspection number	10231758
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 11
Total number of places	18
Number of children on roll	22
Date of previous inspection	16 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Bassingham, Lincolnshire. She operates all year round, from 7am until 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 and works with assistants.

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 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 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 and her assistants. She reviewed a sample of documents and evidence of the suitability of persons living in the household.
- The inspector spoke to parents and also took account of their written feedback.

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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