

Childminder report

Inspection date: 19 April 2023

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 have many opportunities to learn about the world around them. The childminder teaches children how to care for a range of living things. For example, children help the childminder to plant and care for plants in the garden. With the guidance of the childminder, children feel safe and secure to carefully hold a woodlouse. Children eagerly show visitors the childminder's giant snails and show them where they are hiding in the glass tank. Children help to care for the snails and watch them grow.

Children develop excellent imaginations. The childminder promotes this through the provision of open-ended resources. For example, children confidently role out a long piece of play dough and place it on their chest, admiring their new piece of jewellery. Children use large pieces of material provided by the childminder to dress up and act out different roles and express their emotions.

The childminder purposefully plans activities to support children's physical muscles to help them to develop future writing skills. For instance, the childminder encourages children to move and stretch their bodies in time to music. Children enjoy this activity and giggle as they copy the childminder's actions. The childminder provides children with a range of resources to practise making marks. For example, outside, children use large chinks on the pavement to create their own marks and pictures.

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

- Children thrive on the responsibilities that staff allocate to them. This helps to promote children's independence and self-esteem. For example, during snack time, staff identify individual children to be helpers. Children are eager to help and happily distribute their friends' food and drink. They smile with satisfaction when staff thank them for their assistance.
- The childminder provides a balance of planned and self-chosen activities based on children's interests and what she wants children to learn next. However, on occasion, the childminder and her assistants do not always adapt adult-led activities to ensure that all children are included and fully benefit from the learning intentions.
- The childminder and her assistants encourage children to show respect for others and have good manners. During mealtimes, children ask staff if they can begin their meal. They are polite and say 'please' and 'thank you' when talking to their friends and adults.
- The childminder regularly communicates with parents to find out and share information about children's care and education. Nevertheless, the childminder does not always gain an entire picture of children's well-being and progress in

other early years settings that children attend. This is because joint working with these settings is not fully in place.

- The childminder and her assistants regularly plan time to sing songs and share books with children. They read the same story throughout the week. This builds children's familiarity of the sequence of the story and helps them to recall what comes next.
- Parents comment positively about the childminder. They state that their children are loved and cared for like a family member. Parents feel that they are very lucky to find the childminder and that she is professional in her approach.
- Children are familiar with the consistent routines that are set by the childminder and her assistants. This helps children to feel comfortable and understand what is expected of them. For example, after outdoor play, children take off their shoes and coats, line up and take it in turns to wash their hands. Before mealtimes, children know to help staff to tidy up.
- The childminder is dedicated and passionate. She is very motivated to develop professionally to further enhance the care and education that she provides to children. The childminder is supportive of her assistants and provides time for one-to-one supervisions. However, the methods used to support and monitor her assistants are not yet fully established to ensure consistency in the quality of their interactions and help children to know and understand more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of local safeguarding concerns, including the identification and reporting process. Accidents are dealt with appropriately by the childminder and her assistants. They accurately record accidents and incidents and share these with parents. The childminder and her assistants have a secure knowledge of how to respond to allegations against themselves or anyone working or living on the premises. The childminder ensures that the premises are always secure to protect children's safety. Sleeping arrangements for children are suitable. The childminder and her assistants are vigilant in monitoring and regularly checking on sleeping children.

What does the setting need to do to improve?

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

- recognise when to adapt teaching strategies during adult-led activities to ensure that all children are included and to meet their individual needs
- improve relationships with other settings that children attend to build a shared understanding and approach to children's care and learning
- strengthen arrangements for the coaching and mentoring of assistants to further improve their interactions with children to a consistently high standard.

Setting details

Unique reference number	EY347704
Local authority	Lincolnshire
Inspection number	10263899
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	1 to 11
Total number of places	9
Number of children on roll	35
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 2007 and lives in Lincoln. She operates her childminding service all year round from Monday to Friday, 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. The childminder employs four assistants and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 the evaluation of the childminder.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- The childminder and the inspector completed a tour of the home.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed written feedback from parents during the inspection and took account of their views.
- The inspector carried out joint observations of routines and activities with the childminder.
- The inspector observed activities and interactions between the childminder, her assistants and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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