

Childminder report

Inspection date: 23 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are confident when they arrive at the childminder's home and settle very quickly. They show that they feel secure when, for example they understand and follow daily routines. Children take off their shoes and coats before they begin to play. They are keen to explore and investigate the resources offered. Children quickly find toy cars that ignites their interest. They show delight when they watch the cars whizz around a track. Children behave well and are learning to share toys. When children want a toy that another child is playing with, they wait patiently until the other child has finished playing with it.

The childminder provides opportunities for children to progress in their learning. The childminder shows children a toy lamb, she asks them to count how many legs they can see. Children develop an understanding of numbers and how to count in the correct order. Children are physically active and learn how to take and manage risks in their play. In the childminder's garden, younger children confidently climb steps to a slide. They think about which way to come down the slide, choosing to go down headfirst and on their tummy. They smile and show a sense of achievement when they reach the bottom. The childminder stands close by to support children if necessary and promote their safety.

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

- The childminder promotes good hygiene practices. For example, she wipes tables before mealtimes. The childminder sings a song with children when they wash their hands. This encourages children to wash them for a set amount of time, promoting thorough hand hygiene routines.
- The childminder shares information with parents about children's development. She encourages parents to continue children's learning at home. For example, she talks to them about nursery rhymes they can sing with their children to help promote their speaking skills.
- The childminder made initial links with staff at other early years settings, which the children in her care also attend. However, information sharing is not consistent. She has not continued to share or gather information from these settings to help her gain a fuller understanding of children's overall development.
- The childminder promotes positive behaviour. She praises children's achievements and gives them gentle reminders to share toys.
- Parents comment positively about the childminder. They say that she is professional, friendly and communicates with them throughout the day about their children's achievements. Parents say that their children are excited when they know they are going to the childminder's house.
- The childminder encourages children to learn skills that will help them in the

future. For example, she encourages children to be independent. Older children show pride in their achievements. They say 'I did it' when they put their coat on by themselves.

- The childminder extends her professional development to expand her knowledge of how to support children's next steps in learning. This includes developing her understanding of how to support children's communication and language skills. The childminder helps children to hear the correct pronunciation of words. If children say a word incorrectly, she repeats the word and says it correctly.
- The childminder knows what she wants children to learn when she plans activities. However, occasionally, she does not help them to build further on what they already know and can do. For example, the childminder does not help children to develop their imaginative play, when they ride in toy cars and on tricycles.
- The childminder plans opportunities for children to develop their social skills. For example, she takes them to farm parks with other childminders and their children. This gives children the opportunity to play and socialise with other children of a similar age.
- Children have opportunities to develop a love of books, that contributes to their literacy skills. When the childminder reads them a story, she uses different tones in her voice. This helps to maintain children's focus and attention. Children point out objects in the book and the childminder responds appropriately, showing that she values their comments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments in her home and takes steps to reduce risks for children. For example, she has safety gates at the entrance to some rooms and the stairs. This stops children from accessing certain areas of her home on their own and contributes to providing a safe environment for children. The childminder is aware of the signs and symptoms of abuse and if children are being drawn into radicalisation. She knows the procedure to follow to report any concerns about children's safety. The childminder shares her policies and procedures with parents. This helps them to understand how she keeps their children safe.

What does the setting need to do to improve?

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

- strengthen ways to work more effectively with other early years settings that children also attend
- develop skills to be able to challenge children's learning even further and build on what they already know and can do.

Setting details

Unique reference number	EY348874
Local authority	Lincolnshire
Inspection number	10114424
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in Sleaford, Lincolnshire. She operates all year round from 7.30am until 5.30pm, 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 has 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 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. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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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