

Childminder report

Inspection date: 17 February 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in the childminder's home. The environment is a home from home and welcoming. Children respond very positively to the calm, patient childminder. They form close relationships with her and go to her for spontaneous hugs and comfort. Initially, children are shy of visitors but with the reassurance of the childminder they soon invite visitors into their play.

Children are developing their communication and language skills. The childminder places a sharp focus on encouraging children's growing vocabulary. She is an effective role model; she models good conversational skills by speaking clearly and using lots of repetitive language. Furthermore, children are introduced to a wide range of new, complex words, which they make good attempts to say. For example, as children look at a book they learn and say colours and the names of objects like 'limousine' and 'unicycle'.

Children enjoy the play and learning opportunities the childminder plans and provides for them. They focus on activities for extended periods. Younger children confidently explore the properties of magnets as they play with the train track. Children are helpful and their behaviour is good. They comment 'Can I have the tidy up song on?' when it is time to tidy away games. Children learn to look after toys and keep them neat and tidy.

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

- The childminder is reflective and accesses training to increase her knowledge and find new ideas to benefit the children in her care. For example, she has learned about how to enhance children's learning outcomes through music. As a result, the childminder provides musical experiences for children through singing and by giving children the opportunity to play with and explore instruments.
- The childminder helps to promote children's literacy development. She encourages children to develop a love of books. The childminder knows children well and knows the books they like. Children particularly enjoy a book which depicts vehicles. They snuggle on the childminder's knee and urge her to 'turn the pages' of the book. The childminder asks the children to recognise and name the vehicles, to help them to think and share their ideas.
- The childminder is clear about her curriculum. She knows what the children already know, what she wants the children to learn and what they need to know next. However, very occasionally, the sequence of learning does not always build on what the children already know. One example of this is that children count up to the numbers that they know. However, the childminder does not support them to extend their counting further.
- The childminder actively encourages children to make independent decisions

about their play. She frequently offers more than one activity so that children can make choices about what they want to do. Children enthusiastically select the toys they wish to play with. Children choose to play with 'cloud sand' and wheeled toys. They thoroughly enjoy scooping, digging and tipping with the vehicles. They are curious and keen to explore and, in turn, enjoy their learning.

- The childminder encourages children to complete tasks on their own, such as developing their self-help skills. Children follow daily care routines. They wash their hands before meals. The childminder encourages and supports two-year-old children to help prepare their 'cheesy toast' for lunch. They spread their butter and sprinkle on cheese.
- The childminder provides children with regular opportunities to explore outdoors. They benefit from visiting and learning about places in the local community, such as parks, garden centres and the local woods. This helps to broaden their experiences of the world around them.
- The childminder is perceptive to children's emerging needs. She recognises when they are getting hungry and tired and instantly offers lunch. Children know the routines and fetch their blanket for nap time. This contributes to children feeling safe and secure within the setting.
- Parents are complimentary about the childminder and the care she gives their children. The childminder communicates frequently with parents about children's progress and daily experiences. Parents who work in the military forces comment that they value the support they receive when a parent goes away on deployment. Parents are well informed about their child's development. Children benefit from a joined-up approach to their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with current safeguarding guidance and training. She has a good awareness of her safeguarding responsibilities. The childminder understands the possible signs that may mean a child is at risk of harm. She knows who, how and when to contact other agencies to refer concerns and seek help for children. The childminder supervises children's play continuously while in her care. This helps keep children safe from harm. She holds a current first-aid certificate so she can act promptly in the case of an emergency. The childminder understands she must ensure that she completes suitability checks for all adults living in the home.

What does the setting need to do to improve?

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

- focus activities and teaching more precisely on building on what children already know and can do.

Setting details

Unique reference number	EY374185
Local authority	Lincolnshire
Inspection number	10114433
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 March 2016

Information about this early years setting

The childminder registered in 2008 and lives in Greylees, Lincolnshire. She operates all year round from 7.45am until 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an early years teaching degree at level 6.

Information about this inspection

Inspector
Sharon Alleary

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 inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of the inspection together.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of written references from parents.
- Relevant documentation was available for inspection, including suitability checks, certificates as well as policies and procedures.
- The inspector looked around the areas of the setting available to children.

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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