

Childminder report

Inspection date: 24 January 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 take part in planned experiences to help them to progress in their learning. For example, younger children fully immerse themselves in activities that help to develop their senses. They explore different textures, such as peppers and noodles when they feel the texture on their hands and put them in their mouths. Older children explore whether the noodles are hot or cold, making comparisons to the food they eat at lunchtime. Older children are asked to group objects, such as putting yellow peppers in one container and the red ones in another. This contributes to their early mathematical skills. Younger children show an understanding of technology when they hold a toy phone and put it to the childminder's ear.

Children learn how to share and take turns when they sit on the floor and are asked to roll a ball back and forth to their friends. They hear language to help them to understand when it is their turn. Children show positive relationships with the childminder. They laugh when she tickles their toes. Younger children sit on her knee for comfort and when they are tired. Older children run up to the childminder, swing their arms around her neck and give her a cuddle.

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

- The childminder uses her curriculum to plan activities to encourage children to learn new skills. For example, she shows them how to use tweezers and small scoops to pick up noodles and peppers. Children copy her and show a sense of achievement when they complete the task on their own. This helps to develop the muscles in their hands in preparation for early writing.
- Children behave well. They receive praise, such as 'well done' when they use a toy knife safely to cut up peppers. The childminder gives children gentle reminders to use good manners, for example when they receive drinks to keep them hydrated.
- Overall, the childminder supports children's communication and language skills well. For example, if children say words incorrectly, she repeats the word correctly. This enables them to hear the correct pronunciation. The childminder repeats the sounds younger children make, encouraging them to learn how to take turns in conversations. However, occasionally, when the childminder asks older children questions, she does not encourage them to think or to share their own thoughts and ideas.
- The childminder finds out about children's experiences at home and this helps her to broaden children's learning when they are in her care. For example, she encourages younger children to explore the texture of paint on their hands and bodies. This encourages children to be creative in their play.
- Parents provide positive comments about the childminder. They say that she

provides children with a loving, nurturing environment in which they flourish. Parents appreciate the updates they receive about their child's developmental progression. However, the childminder does not fully help parents to continue to support their children's individual learning needs at home. This partnership working will strengthen the support children receive with their development.

- Mealtimes are social occasions when the childminder, her co-childminder and children sit together. Children are reminded to wash their hands before they eat, and tables are wiped clean to promote good hygiene practices.
- When children first start attending, they are offered short settling-in sessions. This helps children to become familiar with the childminder and the home before they are left for longer periods of time, promoting their emotional well-being.
- Children are provided with opportunities to develop a love of books. They have access to age-appropriate books that they are keen to explore and investigate. For example, younger children copy the childminder when she shows them how to feel different textures in hard-backed books.
- The childminder reflects on her practice and gathers feedback from parents to help her to identify how to improve outcomes for children. Recent changes to the environment, such as using large equipment for special occasions only, helps to excite children and engage them in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children to play in. Safety gates are used to stop children from accessing certain rooms in the house on their own. The childminder has completed first-aid training, and first-aid boxes are readily available in the house and taken on outings. This helps to give the childminder the knowledge and equipment to deal with a child's minor medical incident. The childminder demonstrates a good understanding of how to identify the signs and symptoms of abuse. This includes being able to recognise if children are being drawn into radicalisation. The childminder knows where to report concerns about 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:

- strengthen teaching skills to encourage children to think and to share their thoughts and ideas
- help parents to support their child's individual learning at home.

Setting details

Unique reference number	EY392537
Local authority	Lincolnshire
Inspection number	10263074
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	3
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 2009. She cares for children from her co-childminder's home in Grimoldby, Lincolnshire. The childminder operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She 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 the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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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