

Childminder report

Inspection date: 3 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 show that they feel happy, safe and secure in the childminder's home. They follow and understand the daily routines. For example, when they arrive, they take off their shoes, wash their hands and join their peers to play. Children demonstrate positive relationships with the childminder. For example, they sit on her knee to look at books and hold conversations with her.

Children are keen to explore and investigate the toys and resources in the childminder's home. They move objects to support their interests and play. For example, children show strength in their bodies when they move child-sized chairs from one area of the garden into the playhouse. The childminder helps children to learn the names of herbs when they use them in their imaginative play. They use scissors safely to cut the herbs and add them to play dough to make pretend cakes. The childminder encourages children to make connections in their learning, asking them what mint smells like. Children reply, 'Toothpaste.' This leads on to children showing the childminder their understanding of how to brush their teeth. Children share the toys, for example, older children give younger children play dough to use. Children show a positive attitude to learning and praise their own achievements. For example, they clap their hands when they complete a puzzle.

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

- The childminder gives children plenty of praise for their achievements, helping to raise their self-esteem. For example, after children tidy away toys, the childminder thanks them. She gives children a 'high five' to praise their achievements when they count an accurate number of objects in a book. The childminder models good manners and praises children when they say thank you, encouraging them to be polite.
- The childminder completes a written summary of children's progress when they are two years old and shares this with parents. She uses this information to help identify if children need early intervention and liaises with parents to help close any gaps in their learning. This is particularly beneficial for children with special educational needs and/or disabilities (SEND).
- The childminder extends her professional development. This helps her to support children with SEND. For example, she extends her knowledge of how to work with other professionals and put targeted plans in place to support children's individual learning needs.
- The childminder uses her curriculum to support children's communication and language skills well. For example, she provides a language-rich environment where children hear words regularly. The childminder sings with children and reads them stories. If children say words incorrectly, the childminder repeats the words to support children to hear the correct pronunciation.

- Children have regular opportunities to be physically active in the garden to help promote their good health. The childminder provides children with opportunities to learn how plants grow. Children take part in planting seeds and growing vegetables. They have opportunities to taste the food they grow, encouraging them to try new foods. This helps to promote a healthy diet.
- The childminder encourages children to develop a love of books. For example, when she reads them stories, she holds the book so all children can see the images on the pages. Children are invited to join in with familiar phrases to help them take part in telling the story. Children sit well and listen, learning skills for their eventual move on to school.
- When the routines of the day change, the childminder gives children a five-minute warning. This gives children time to finish what they are doing. However, during some daily routines, such as when children wait their turn to wash their hands, the childminder does not support children's learning as well as at other times.
- Parents comment positively about the childminder. They say that they appreciate the detailed information they receive about their children's day. The childminder talks to parents about activities children enjoy and sends them photos. She supports parents to continue their children's learning at home. For example, she gives them ideas to help children to develop their speaking skills and levels of understanding. This helps to provide consistency in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses safety equipment in her home, such as fireguards and safety gates. This helps to stop children from touching dangerous equipment and from entering rooms unaccompanied. The childminder carries out risk assessments in her home. This helps to provide a safe and clean environment for children to play. The childminder understands how to identify if a child is at risk of harm. This includes if children are being exposed to extreme views or subject to female genital mutilation. The childminder knows where to report any concerns she has regarding children's welfare or safety.

What does the setting need to do to improve?

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

- use daily routines more effectively to support children's learning.

Setting details

Unique reference number	EY401842
Local authority	Lincolnshire
Inspection number	10280077
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	9 August 2017

Information about this early years setting

The childminder registered in 2009 and lives in Saxilby, Lincolnshire. She operates all year round, from 7.30am until 5.45pm, 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 provides occasional overnight care. She works with her husband, who is her co-childminder.

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 childminder.
- 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, both 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.
- 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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