

# Childminder report

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Inspection date: 10 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children have positive relationships with the childminder. They visibly enjoy spending time with her and her co-childminder and demonstrate that they feel happy and safe in their care. For example, children receive reassuring cuddles, which helps them to feel emotionally secure. Children independently explore the environment and choose what they want to play with. The childminder knows what children enjoy doing and plans activities to help them make progress across all areas of learning. Children enthusiastically tell visitors what they know about space and explain the colour of their rocket.

Children develop a good understanding of healthy lifestyles and have many opportunities to learn outside. They enjoy being physically active. Children play cooperatively with their peers as they take turns rolling balls down the garden. They giggle as they join together to chase after the rolling balls. Children listen carefully to the childminder's requests and know what is expected of them. They behave well and enjoy being helpful. For example, they are keen to help during daily routines and enjoy the responsibility of carrying out simple tasks. This includes collecting fruit for snack time and helping to tidy away toys. Children are highly motivated and demonstrate a positive attitude to learning. They concentrate well as they carefully thread autumn leaves, before proudly sharing their achievements with their peers.

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

- The childminder gathers a range of information from parents about their children's previous learning and achievements. She successfully uses this information, along with her own observations and assessments of children's abilities, to plan for their learning. The childminder considers children's interests when she plans activities. However, she does not always encourage children to revisit and recall what they have previously learned, to help further their understanding.
- The childminder supports children's mathematical development well. For example, she encourages children to count during their play. As children play with conkers, they practise their counting skills and learn to match the amount of conkers they have to the correct written number. The childminder introduces new concepts, such as big and little, as children explore pumpkins.
- Children develop their creative skills. They use brushes and paint to create artwork outside. The childminder provides children with their own drawing books, which they can access freely. Children use crayons, chalks and pencils to make marks, helping to develop their early writing skills.
- Overall, the childminder supports children to develop their communication and language skills. For example, she introduces new vocabulary when she plays

alongside children. However, the childminder does not always encourage children to extend their conversational skills during daily routines.

- Children demonstrate a clear understanding of behavioural expectations. Routines are embedded and children anticipate these and respond positively. For example, they take off their shoes and wash their hands when they return inside after playing outdoors.
- The childminder reflects on her practice. She considers ways to improve her skills and keep her knowledge up to date. For example, she reads articles linked to child development and meets with other childminders to share information about how best to support children's learning. This enables the childminder to review and adapt her practice to ensure that all children are supported well.
- The childminder works closely in partnership with parents. She uses a range of communication methods to share information regarding children's achievements. Parents describe how happy their children are to attend. They comment on the wide range of activities that the childminder provides and state they are happy with the progress their children make. This partnership working has a positive impact on children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She is aware of the signs and symptoms of abuse that would give her cause for concern. This includes being able to identify if children are being exposed to radical views or ideas. The childminder knows who to contact should she have a concern. She has effective policies and procedures in place to keep children safe. The childminder uses ongoing risk assessments to ensure that children are kept safe. She ensures children stay safe online and communicates with parents about the safe use of technology at home.

## **What does the setting need to do to improve?**

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

- build on ways to further enhance children's conversational skills during daily routines
- strengthen support for children to revisit and build on their previous learning to help secure their understanding.

## Setting details

|                                                    |                      |
|----------------------------------------------------|----------------------|
| <b>Unique reference number</b>                     | EY424113             |
| <b>Local authority</b>                             | Lincolnshire         |
| <b>Inspection number</b>                           | 10233089             |
| <b>Type of provision</b>                           | Childminder          |
| <b>Registers</b>                                   | Early Years Register |
| <b>Day care type</b>                               | Childminder          |
| <b>Age range of children at time of inspection</b> | 11 to 3              |
| <b>Total number of places</b>                      | 6                    |
| <b>Number of children on roll</b>                  | 5                    |
| <b>Date of previous inspection</b>                 | 13 October 2016      |

## Information about this early years setting

The childminder registered in 2011 and lives in Louth, Lincolnshire. She operates all year round, from 8am until 6pm, 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 works with a co-childminder from the same address.

## Information about this inspection

### Inspector

Emma Curry

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the childminder.
- The childminder and inspector conducted a learning discussion, discussing the learning intention for children and how the environment is arranged.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder regularly during the inspection.
- The inspector took account of the views of parents through the written feedback provided.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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