

Childminder report

Inspection date: 9 March 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 positive relationships with the childminder. Older children put their arms around her neck and give her a big cuddle. Younger children hide behind their hands and play peekaboo with her. Children laugh with the childminder when they play tricks on her. For example, they hide objects behind their back and tell the childminder that they cannot find them. Children are independent. They stand on a step to wash their hands before they eat to promote good hand-hygiene routines. Children use knives safely when they cut up bananas for their snack.

Children are excited to join in planned activities. They sit well and follow instructions, learning skills for the future. For instance, when the childminder reads a story, younger children are asked to lift the flaps on the pages. Older children find the same toy animal that is shown on the pages. Younger children show their understanding of technology. They press buttons on electronic toys and learn how to use them. Children pick up, for example, a pretend piece of cake and put it to their ear pretending it is a phone, showing their imagination. Older children play turn-taking games with the childminder and their peers. This helps them to learn the rules of a game.

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

- The childminder uses her curriculum to plan opportunities for children to, for example, develop their mathematical skills. She encourages children to find a given number of objects. Children are asked to compare the sizes of different animals they play with. This helps them to develop their understanding of numbers and language that describes size.
- The childminder ensures that children have plenty of opportunities for fresh air and exercise. She takes them to local woodland and a park to engage in physical activities. The childminder offers children healthy foods and drinks during the day. She encourages children to eat healthy options in their lunch boxes first. This contributes to children developing a healthy lifestyle.
- Parents are complementary about the childminder. They say that she is easy to talk to and has great forms of communication. The childminder shares information with parents about their children's learning and development. She offers them suggestions about how they can support their child's care and learning at home. For example, she suggests that parents read stories to children before they go to bed. This is to help children to sleep better.
- The childminder has moved house since her last inspection. She reflects on the toys and resources she offers children and makes improvements to follow their interests. For example, she introduces more books for children to select, to encourage them to continue to develop a love of books.
- Children have opportunities to learn about different cultures and beliefs to

broaden their knowledge of the world. For example, they take part in making dragons in craft activities and use chopsticks to pick up small objects. The childminder shows children Chinese New Year traditions on the internet. She supervises children closely when they use technology, to help promote their safety. However, the childminder has not considered how to extend older children's knowledge of how to identify potential hazards when they use technology to access the internet at home.

- Overall, the childminder supports children's communication and language skills well. She uses a good range of questions when she talks to older children, encouraging their thinking skills. The childminder asks older children to remember words and information they previously learned, such as that baby cows are called calves. However, occasionally, the childminder does not help younger children to build on their speaking skills. For example, she does not remove barriers in children's mouths to encourage them to communicate verbally.
- The childminder extends her professional development. This helps her to reflect on her practice and to identify how she can support the needs of individual children. She recognises the importance of contacting and working with other professionals to help close any gaps in children's learning.
- The childminder praises children's achievements, such as when they pass toys to each other. This helps to reinforce positive behaviour. Children interact positively with each other and play cooperatively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a folder where she keeps all her information about safeguarding. This gives her a quick guide to refer to and the agencies to contact if she has concerns about a child's safety or welfare. The childminder maintains a safe and clean home. She uses safety equipment, such as a gate to stop younger children from entering the kitchen on their own. Children know the routine to follow to promote their safety when they wait to get into the childminder's car. For example, they sit on the bottom step of her stairs and wait until the childminder helps them, one at a time, to get into the car.

What does the setting need to do to improve?

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

- help older children to understand potential hazards when they use technology to access the internet at home
- develop opportunities to help younger children to build on their early speaking skills.

Setting details

Unique reference number	EY460977
Local authority	Lincolnshire
Inspection number	10264817
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2014 and lives in Boston, Lincolnshire. She operates all year round from 8am until 5pm, Monday to Thursday, 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 2 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 and assessed the impact this has on children's learning.
- Children interacted 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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