

Childminder report

Inspection date: 7 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children separate confidently from their parents when they arrive. They are happy to be in the childminder's care. Children are keen to explore her home and the resources and toys she offers. Children show a good awareness of the space and obstacles around them when they move safely around the kitchen island. They step onto different-textured mats and explore how they feel on the bottom of their feet. Children enjoy looking at photos of themselves, their family members, home and pets. Children name the people and pets in their home and learn about each other's family structures. This helps them to develop an understanding of similarities and differences in families.

The childminder knows children well and how to help them progress in their development. She extends children's knowledge through play. For example, children are supported to identify different colours. They are shown how to learn new skills, such as using a lace to thread. Children are excited to play in the childminder's garden. They show good balance and coordination when they walk across stepping stones. Children solve problems when they look for objects that will attach to a magnet. They behave well and share toys with their friends. For example, they ask if they can have a turn when they want to use a toy key.

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

- The childminder extends her professional development. She attends relevant training courses to extend her knowledge of how to support children's communication and language skills. For example, the childminder repeats words and phrases that children say so that they can hear the correct pronunciation. This supports their speaking skills and understanding.
- The childminder helps children to understand how they can keep themselves safe. For example, she talks to children about asking for adults' permission before they touch their dogs. Children show an understanding of the procedure to follow in the event of a fire in the home. They tell visitors that they need to hold the childminder's hand and go to 'the island'. This is a green space which is away from the house.
- The childminder complements the learning experiences children receive at other early years settings they also attend. When children move on to school, the childminder shares information with school teachers about children's achievements. This helps to provide a united approach to supporting children's development.
- The childminder knows what she wants children to learn when she plans activities. However, sometimes, she does not support children to develop their understanding of numbers and how to count a number of objects correctly.
- Before children start attending, the childminder supports their emotional well-

being. For example, she visits children in their homes. This helps children to get to know the childminder in a space that is familiar to them. During these visits, she gathers information from parents about their children's care needs and prior learning. She uses this information to form close bonds with children and to help identify how she can support their development.

- The childminder places a strong emphasis on encouraging children to be polite and to use good manners. For example, she gives children gentle reminders to say 'please' and 'thank you'.
- The childminder encourages children to be independent. For example, children are supported to pour their own drinks and to take off and put on their own shoes. Children use knives safely to cut up fruit for their snack. These skills help to prepare children for the future.
- The childminder helps children to develop an understanding of rhyming words. For example, she sings rhyming songs with children. When the childminder says 'see you later', children respond 'alligator'. However, when she helps children to recognise letters of the alphabet, she uses a variety of different sounds that may confuse children.
- Parents comment positively about the childminder and their children's experiences when they are with her. They say that she provides a home-from-home environment for children. Parents say that the childminder shares information with them about their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. This includes if children are being drawn into or exposed to witchcraft or strong beliefs. The childminder knows where to report concerns about children's welfare to help keep them safe. Furthermore, she knows where to report any allegations made against herself or her family. The childminder provides children with a safe environment to play. She keeps certain doors in her home locked to stop children from accessing some rooms. The childminder ensures that children wear sun cream and hats when they play outdoors in hot weather. This helps to promote children's safety when they play in the sunshine.

What does the setting need to do to improve?

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

- support children to extend their knowledge of numbers and how to count groups of objects correctly
- deepen understanding of how to help children to recognise the initial sound of letters of the alphabet to further develop their literacy skills.

Setting details

Unique reference number	EY478675
Local authority	Lincolnshire
Inspection number	10231896
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Sudbooke, Lincolnshire. She operates all year round from 8am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

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 setting.
- The childminder and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, 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 and reviewed a sample of documentation.
- Written feedback from parents, other early years settings and schools 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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