

Childminder report

Inspection date: 26 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

The childminder has formed positive relationships with children and their families. Children feel safe and secure. They separate from their parents well and enter the childminder's home happy. If needed, children snuggle into the childminder for comfort. The childminder encourages children to form relationships with one another. They all go to the door, and children smile and wave to welcome their friends. With the childminder's support, children remain confident. They eagerly take items to visitors to show off the toys they play with.

Children behave well, and they are supported by the childminder when required. For example, when children run through the house, she reminds them to use 'inside walking feet'. The childminder praises children when they behave how she expects. She uses actions to support children's understanding. For example, the childminder points to her ears and says, 'good listening'. Children engage for prolonged periods of time and work together. For example, they play with plastic bricks and create a variety of vehicles, and they pretend to be the police, chasing 'baddies' together. Children show respect to one another and are kind. As children play with dolls, younger children walk over and reach out for a doll. Older children find them their own doll and pass it over, saying, 'you can have this one'.

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

- The childminder understands child development and what she wants children to learn. She uses her knowledge and children's interests to provide purposeful learning experiences across all seven areas of learning.
- Children are supported to develop their independence. On arrival, children find their own picture cards, label their peg and hang their own belongings up. The childminder uses actions and helpful instructions so children know how to do things for themselves. For example, she shows them how to pull their socks up and put their wellington boots on. Children practise, and the childminder offers support when needed.
- Children's views are valued, and the childminder offers them choices. For example, when children get ready to go to school, the childminder asks younger children if they would like to walk or go in the pushchair. While children walk to school, the childminder gives them the option of which way to go.
- The childminder introduces children to mathematical language. On the way to school, children are encouraged to look at different cars and identify if they are big or little. While children play, they hold up wooden pieces with shapes on, and the childminder names the shapes and counts with the children.
- Children are encouraged to talk about feelings and emotions. The childminder encourages children to identify story characters and how they may be feeling. Children use their knowledge of feelings to talk about what makes them sad and

how to make them happy again. For example, they say that if they fall over, they would feel sad. Then they would need a cuddle to make them feel better.

- Parents are happy with the childminder and comment on her caring nature. They tell the inspector that the childminder is supportive and flexible to their needs as a family. Parents add that the childminder communicates well with them. They know what their children do on a day-to-day basis, as well as what their children's next steps are for learning. The childminder shares ideas with parents, to support them to extend their children's learning at home.
- The childminder has attended training. This has supported her knowledge of children's senses, which has made her more aware of how different experiences can make children feel. The childminder reviews her skills and knowledge. She uses this to plan her professional development. For example, she has identified that she would benefit from attending further training to develop more ideas for activities.
- Generally, children's communication and language is supported by the childminder. She comments on what children are doing, asks questions and models language. Children are read to frequently and act out stories. The childminder repeats key vocabulary with children. For example, as children wash their hands, the childminder says, 'pop, pop, pop', as children pop the bubbles. However, the childminder's eagerness to engage with children occasionally results in them not having enough time to use the new vocabulary that they have been introduced to. For example, while playing with the bears, she names 'bear', then asks what it is. Before children can answer, the childminder asks another question, giving children limited time to respond or use new vocabulary they have heard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of the signs and symptoms of abuse. She has attended training that has supported her in developing her knowledge of safeguarding issues, such as radicalisation. She is confident to make appropriate referrals to relevant agencies to support families and their children. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder ensures that the environment is safe, inside and outside, through risk assessments. The childminder ensures the suitability of the members of her household.

What does the setting need to do to improve?

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

- develop interactions with children, ensuring they have enough time to use vocabulary that has been introduced to them.

Setting details

Unique reference number	EY482863
Local authority	Lincolnshire
Inspection number	10236531
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 March 2017

Information about this early years setting

The childminder registered in 2014 and lives in Witham St Hughs, Lincoln. She operates all year round, from 7.30am to 5pm, on Mondays, Tuesdays, Thursdays and Fridays, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Alice Anders

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder in the morning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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