

Childminder report

Inspection date: 4 October 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 confidently move around the childminder's home. They understand and follow routines that are embedded by the childminder, helping children to feel safe and secure in her care. For example, when they arrive, they take off their shoes and hang their coats and belongings on pegs. Children understand that when they have blown their nose on a tissue, they need to wash their hands. They say that they wash their hands because they are dirty and need to get rid of the germs. This shows their understanding of why they follow good hand hygiene routines. Children are asked to tidy away toys they have finished playing with before getting others out. They are helpful when they put toys away, offering to carry boxes with the childminder. Children receive praise from the childminder for their achievements, helping to raise their self-esteem.

Children are offered activities to help develop their physical skills. For example, the childminder asks children to roll balls under arm. Children listen and follow instructions. When the childminder shows children how to roll balls down guttering, they are excited to join in. She asks them if the balls are going fast or slow, helping children to learn about speed. Children are supported to learn how they can keep themselves safe. For example, the childminder talks to them about road safety and how to keep their bodies private.

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

- The childminder takes children to places of interest in the local area, such as farm and nature parks, soft-play centres and to feed ducks and squirrels. These experiences help children to extend their confidence around animals and to meet a variety of people, contributing to developing their social skills. This helps children to be prepared for future learning and for their eventual move on to school.
- The childminder extends her professional development to help close any gaps in children's learning. For example, she completes training courses that helps her to identify how to narrow gaps in children's speaking skills. However, the childminder has not extended her knowledge of how to help children to follow their interest in recognising the initial sound of letters of the alphabet. This will contribute to children's developing literacy skills.
- The childminder invites parents to attend settling-in sessions when they first start. She asks parents for family photos and uses these to show and talk to children about familiar people during their initial visits. This helps children to form close bonds with the childminder and to have a sense of belonging in her care.
- The childminder talks to parents daily and gives them information about their children's day and learning. She helps parents to continue their children's

learning at home. For example, she asks parent to look at numbers in the environment when they are out and about with their children and to support their confidence to climb.

- Children are encouraged by the childminder to use their words to express their thoughts and views. For example, when children want to play with a toy that another child has, she prompts them to ask for what they would like. The childminder helps children to learn how to share. For instance, children are asked to roll a ball to the childminder and to wait patiently for others to have their turn.
- The childminder gives parents information about the importance of encouraging their children to brush their teeth. The childminder provides activities for children to practice how to brush their teeth. This contributes to their understanding of oral health.
- The childminder uses observations and assessments to help her identify what children need to learn next. Children are excited to join activities the childminder plans for them. However, occasionally, during these activities, she helps younger children to build on their skills more than older children. For example, she supports younger children to learn different colours and to count. When older children correctly recognise different colours and how to count objects, the childminder does not help them to build on their existing knowledge.
- The childminder reflects on her practice and identifies improvements to increase outcomes for children. Recent changes include purchasing ride-on toys when children show an interest in accessing equipment to help develop their balance and coordination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and tidy home. She carries out safety checks in her home to help identify and remove any potential hazards. If other people arrive to collect children, she asks for a password that is provided by parents. This is to ensure that children leave her care with an adult who parents are aware of. The childminder knows the signs and symptoms of abuse, including if children are being exposed to extreme views. She knows where to report any concerns she may have regarding children's safety or if an allegation of abuse is made against herself.

What does the setting need to do to improve?

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

- develop knowledge of how to support children's emerging interest to recognise the initial sound of letters of the alphabet
- strengthen the implementation of planned activities and adapt interactions to help build on older children's learning.

Setting details

Unique reference number	EY485976
Local authority	Lincolnshire
Inspection number	10308460
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2015 and lives in Witham St Hughs, Lincolnshire. She operates all year round from 7.30am 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 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, 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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