

Childminder report

Inspection date: 23 October 2024

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 benefit from the positive relationships the childminder builds with them. For example, the childminder encourages parents and their children to visit her home to get to know her before the children start. This supports children to feel comfortable in their new surroundings. Children show they feel a sense of security with the childminder as they confidently wave to visitors. The childminder uses children's interests to provide activities that motivate them to engage for long periods. Additionally, children benefit from a range of experiences to enhance their social skills. For example, the childminder frequently takes children to a local care home to interact and engage with new people.

Children develop friendships and learn how to play imaginatively together. Older children pretend to have a balloon shop. Younger children are encouraged by the childminder to join in. The childminder teaches them how to use pretend pennies to pay for a balloon. Children begin to understand the meaning of money and pretend to pay before they take a balloon. Children learn to keep themselves and others safe. The childminder encourages children to help her tidy toys away. She explains this prevents everyone from tripping over toys as they walk through the room. Additionally, during snack time, children learn how to use knives safely. The childminder tells children to hold their croissants still and shows them how to move the knife forward and backward to cut. Children shout, 'I did it' as they practise cutting independently.

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

- The childminder gathers detailed information from parents to help her understand children's interests, care needs and development. She uses this information and her knowledge of child development to plan focused activities to cover all areas of learning. The childminder skilfully adapts her interactions as she supports children's play, to ensure they work towards their next steps and make good progress.
- The childminder carefully plans activities to support children's physical development. As children play outside, she helps them learn how to use the slide. Children learn to navigate the steps, turn around and sit safely before pushing off and coming down. Children listen to the childminder's instructions and practise this new skill. They learn to coordinate their movements and independently use new equipment. The childminder plans indoor activities to strengthen children's small-muscle skills. As children explore play dough, the childminder provides different tools and encourages them to tear, squish and flatten the dough using rolling pins.
- Overall, the childminder offers children explanations to support their play and learning. For example, when children drink water in the play kitchen, she

describes other ways to use the water, for example to pour the water, and models what to do. However, she does not explain why certain behaviours are unwanted. For example, the childminder tells children to 'be careful' or 'no' rather than providing a clear explanation to support their understanding.

- The childminder supports children to develop mathematical knowledge. For example, during snack time, the childminder counts as she passes out the drinking beakers. Children begin to understand quantities as the childminder encourages toddlers to count how many pieces of fruit they have on their plates. Older children are supported to learn about different shapes as they build. When children correctly identify each shape, the childminder extends the activity by introducing three-dimensional shapes, such as a cuboid.
- The childminder enhances children's communication and language. She names items as babies explore, comments on what children are doing and introduces new words. The childminder sings songs frequently with the children. Children learn to use new words as they fill in the missing words when the childminder pauses. Children listen and respond when the childminder uses descriptive words to extend their vocabulary further. For example, while children play with coloured shapes, the childminder uses 'bright' and 'vibrant' to describe the colour orange. Children look up from what they are doing and attempt to repeat the words.
- The childminder is responsive to younger children's individual needs. She recognises when younger children become frustrated and uses distraction when they want to play with the same toy. This helps children re-engage and enables them to play alongside each other harmoniously. However, the childminder does not yet support older children to understand their emotions and the effects of their behaviour on others.
- The childminder engages parents in children's learning and development. She holds daily conversations and suggests ideas that parents can try at home to further their children's learning. For example, the childminder provides resources to encourage children to mark make, build hand strength and support their pre-writing skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen explanations to help children understand why some behaviours are unwanted
- support older children to understand their emotions and how their behaviour

impacts on others.

Setting details

Unique reference number	208542
Local authority	Lincolnshire
Inspection number	10355241
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	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 1992 and lives in Bicker near Boston, Lincolnshire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years degree. She provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- 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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