

# Childminder report

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Inspection date: 18 December 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are cared for in a secure and welcoming environment. The childminder builds trusting relationships with children. As a result, children show that they feel settled as they confidently call the childminder's name and cuddle into her for comfort. Children listen to the childminder's instructions and show a good understanding of how they can keep themselves safe as they walk with her in the street. For example, children hold the childminder's hand and know to stop, look and listen before they cross the road.

The childminder provides activities that promote children's curiosity. For example, children learn the difference between tortoises and turtles. They handle the eggs of the pet tortoise and learn new vocabulary such as 'candling' as they hold lights close to eggs to see shadows inside. Children develop their imagination, such as through role-play experiences. They pretend to make cups of tea in a pretend play kitchen. The childminder uses these opportunities to build on children's knowledge of shapes and descriptive words. For instance, she helps children to recognise a diamond shape and talks about objects being 'spikey'. The childminder supports children's early mark-making skills. Children develop their early writing skills as they draw on writing boards. Children proudly share their creations with the childminder and say, 'I am doing this really carefully.'

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

- Children are supported to develop their literacy skills. For example, the childminder plays stories on an audio player for children to listen to. Children can select from a wide range of fiction and non-fiction books that engage their interests. The childminder encourages children to recall their favourite stories when they are excited to listen to them again.
- The childminder supports children's growing independence skills well. For example, children show their knowledge of the embedded routine as they tidy away toys after they have finished playing with them. Older children wash their hands by themselves. When younger children face challenges after they have washed their hands, they confidently ask the childminder for help, such as to pull their sleeves down.
- The childminder supports children's communication skills. For example, she speaks to children clearly and repeats words back to them, allowing them to hear the correct pronunciation. The childminder plays alongside children and skilfully asks them questions, allowing them to think and respond. For example, children recall previous learning and talk about the steps to take when baking biscuits.
- The childminder offers children a range of nutritious, home-cooked meals, such as chicken and vegetables, to help promote a balanced diet. Children share that

their favourite meal is sausage, potatoes and broccoli, and that the childminder's meals are 'the best in the world'. Children show an understanding of how to stay safe. For instance, they know that if steam comes off the food, it is hot and they need to blow it before eating.

- The childminder undertakes regular training to develop her knowledge of how to continually improve her practice. For example, she completes courses to develop her knowledge of how to support children's physical development. This results in her providing children with activities to develop the small muscles in their hands in preparation for early writing. For instance, she provides children with play dough to mould and laces to thread.
- Parents say that their children are happy and feel safe in the childminder's care. The childminder communicates with parents and shares information with them about the activities children take part in. However, she does not always provide parents with ideas on how they can continue to support their children's learning at home.
- The childminder follows children's interests and provides a range of experiences that motivate them to learn. However, her assessment of some children's learning is not always precise enough to identify where to target support to help children build on what they already know. For example, children are not supported to develop the skills they need to share before the childminder wants them to play cooperatively with others when making patterns using pom-poms.

## 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:**

- offer parents suggestions and ideas about how they can continue their children's learning at home
- use assessments of children's learning more precisely to identify what children need to learn next, such as how to share.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 208840                                                                            |
| <b>Local authority</b>                             | Lincolnshire                                                                      |
| <b>Inspection number</b>                           | 10364115                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 25 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 1994 and lives in Binbrook. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. The childminder offers places to children in receipt of government funding.

## Information about this inspection

### Inspector

Emma Curry

### Inspection activities

- 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 and childminder carried out a joint evaluation of an activity.
- 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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