

Childminder report

Inspection date: 14 February 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 are keen to arrive at the childminder's home. There is a calm and relaxed atmosphere, where the well-thought-out environment and wide range of resources offer children a calming space to explore and investigate. Children show positive relationships with the childminder. They go to her for cuddles, enticing others to copy. They receive warmth and comfort from the childminder in return. Children are supported to make connections in their learning. For example, as the childminder stands close to children when they swing forwards and backwards on a tyre, promoting their safety, she sings a song about rocking. Children are keen to test their balance and take risks in their play. They crawl and walk across planks of wood, following the childminder's instructions not to crawl off the end. She gives younger children time to turn around themselves and come down backwards.

Children engage in imaginative play. For example, they ask the childminder if they can comb her hair, saying it is 'very knotty'. This contributes to children's understanding of different occupations. Children listen and follow instructions when the childminder asks them to put specific toys away before the routine of the day changes. After children put toys in their allocated space, they show pride in their achievements and say, 'I did it', followed by praise from the childminder to reward their efforts.

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

- The childminder observes and assesses children's development to help identify what they need to learn next. She uses this information to plan activities, including supporting children's understanding of mathematics. For example, the childminder shows children books that include numbers and counting. She sings songs with children to help them learn about subtraction.
- The childminder supports children's communication and language skills well. For example, she uses repetitive words when she talks to younger children, such as 'mix, mix, mix' when children stir flour and water together. This helps to extend their vocabulary. The childminder holds conversations with older children about their interests. This helps them to listen to the views of others and to take turns in conversations.
- Children with special educational needs and/or disabilities (SEND) are supported well by the childminder. She works with parents and makes referrals to other professionals to help meet the individual needs of the child. She has individual plans in place and implements these to help children progress in their development.
- The childminder extends her professional development. This helps build on her knowledge of how to support children with SEND. The childminder gathers information about how she can meet their individual learning needs while

waiting for other professionals to become involved.

- The childminder uses additional funding effectively to meet the individual needs of children who receive it. For example, she purchases resources to enable children to follow their interests in animals to help build on their interactions with their peers.
- The childminder keeps parents informed about their children's care and development. For instance, she talks to them daily and shares information about children's learning and development. This includes sending them a report showing children's progress and what they need to learn next.
- Parents say that their children have opportunities to try new things and their emerging skills are supported by the childminder and her co-minder. They say that the childminder implements a high standard of behaviour and manners and children are taught to respect one another.
- Children show that they understand and follow the routine of the day. For example, before they have a snack, children sit together for a group time. However, during planned group times, the childminder does not consistently maintain all children's attention. This results in children being distracted and playing with toys around them instead of focusing on the learning offered.
- The childminder reflects on her practice and makes changes to improve outcomes for children, such as to help them develop their independence. This includes asking children to pour their own drinks and to use knives safely to spread cream cheese on a cracker at snack time. Children are keen to complete this task on their own, saying, 'I can do mine.'
- Prior to children moving on to school, the childminder invites teachers to visit the children in her home. This helps children to become familiar with the adult who will be caring for them. The childminder shares information with teachers about children's interests and what they need to learn next. This contributes to providing consistency when they move on.

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 interactions with children during planned group times to help all children maintain their focus and attention.

Setting details

Unique reference number	209213
Local authority	Lincolnshire
Inspection number	10308042
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 9
Total number of places	18
Number of children on roll	14
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 1999 and lives in Spalding, Lincolnshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, 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 3 qualification. She works with assistants and a co-childminder.

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 and her co-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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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