

Childminder report

Inspection date:

8 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have strong relationships with the childminder and appear happy and safe in her care. The childminder gives children cuddles to help them settle quickly and feel safe and secure. The older children are keen to listen to the childminder as she helps them understand the world around them. For example, as children talk about a visit to Cambridge, the childminder explains what 'punting' is, demonstrating how the boat is steered using a long stick. However, children do not always benefit from an ambitious curriculum, as the childminder does not plan activities carefully enough to identify and support what she wants children to learn from them. This results in children flitting from one activity to another rather than engaging in well-extended activities that challenge what they already know and can do.

Nonetheless, children enjoy the time they spend with the childminder. They develop physical skills as they play in the garden, and they benefit from the fresh air and exercise. Children develop friendships and generally learn to behave well. As they explore a basket of musical instruments, the childminder praises them as they share and take turns swapping which instrument they use.

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

- The quality of teaching is not at a consistently good level. The childminder does not plan activities precisely enough to ensure children's learning is accurately supported. Although the childminder offers a range of activities that cover the different areas of learning, these activities are not yet tailored to help each child consistently build on the skills they already have.
- The childminder knows the children well and understands their likes and dislikes. She talks about which action songs the children enjoy and knows which ones they will join in with. The childminder demonstrates that she understands children's current developmental stages. For example, the childminder helps children develop some new skills, such as using scissors to cut out masks they have decorated with paint pens and stickers.
- The childminder regularly takes the children to explore their local community. Children develop their social skills and an understanding of themselves and others as they visit a local toddler group and care home.
- The childminder works well with families and identifies children who may need extra support. She helps parents access services in their community. For example, the childminder gives parents information about how to access the local authority and advises if they should contact their general practitioner for further support. As a result, partnerships with parents are effective.
- The childminder follows routines to organise the children's day. This includes spending time in the garden and accessing messy-play activities. Children enthusiastically explore water play. They develop their small-muscle skills as they

explore different resources. The childminder supports children as they fill and empty containers and attempt to pump and squirt water out of bottles.

- Overall, interactions between the children and the childminder are engaging. For example, children place small toys on the childminder's head and ask her to guess what animal it is. The childminder follows the children's lead as she asks, 'What noise does it make?' The children give the childminder clues, such as 'it has cubs', to identify a lioness. Children develop good communication and language skills.
- Children learn to behave well. The childminder regularly praises children for carrying out simple tasks and getting themselves ready for outdoor play. She reminds the younger children that it is nice to share with others, so they repeat this positive behaviour throughout their day.
- The childminder promotes children's love of books. Children have access to a vast collection of stories, which they access independently. Overall, older children engage with the childminder as she shares stories with them.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop an effective curriculum that is carefully planned and sequenced to help children continually build on what they already know and can do.	13/09/2024

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

- strengthen support for individual children's learning needs to enable all children to participate in activities.

Setting details

Unique reference number	260511
Local authority	Lincolnshire
Inspection number	10337231
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	2 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 August 2018

Information about this early years setting

The childminder registered in 2001 and lives in Moulton Seas End. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Julie Addison

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 setting.
- The childminder shared evidence of her paediatric first-aid qualifications and her suitability to work with children.
- The childminder and the inspector conducted a learning walk of the premises together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to a parent and considered their views, along with other parents' written testimonies.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.

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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