

Childminder report

Inspection date: 16 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in the childminder's care. The childminder is nurturing and helps children to feel emotionally secure. She knows the children well and identifies where they may need additional support. The childminder plans a curriculum to support children's individual learning needs and next steps. The childminder promotes children's communication and language skills well, including those children who speak English as an additional language. For example, she talks to children and introduces and repeats new words as they play. The childminder gives children time to think and respond. Children confidently repeat words and join in with the childminder as she sings familiar songs.

Children have daily access to the well-resourced outdoor area. They use rainwater to fill different-sized containers. The childminder introduces some mathematical language as she uses words such as 'full' and 'empty'. Other children enjoy building towers with coloured blocks. The childminder is a positive role model. She helps children to understand the expectations for behaviour. At snack time, the childminder reminds children to use their manners. During a play dough activity, children make a pretend birthday cake and take it in turns to blow out the candles.

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

- The childminder plans a curriculum that builds on children's experiences from home, as well as what they already know and can do. She provides them with a range of resources that are thoughtfully chosen to extend their learning.
- The childminder teaches children about the importance of healthy diets and lifestyles. She provides healthy snacks for the children and works with parents to provide nutritional food in their lunch boxes. Children are taught about good hygiene practices. The childminder teaches children the importance of oral health. Children brush their teeth after eating lunch and access resources that allow them to explore this in their play.
- Partnerships with parents are strong. The childminder speaks with them daily and shares updates about the children's learning and development through an online application. Parents report that their children are happy to attend and the childminder provides a home-from-home experience. The childminder shares information and ideas for parents to support children's learning at home.
- Overall, the childminder supports children to be independent. Children put on their outdoor footwear before playing outside. However, this is not consistent. At times, the childminder does not give children time to try to do things for themselves. For example, she puts on children's coats for them and washes their hands before they eat their lunch and snack.
- The childminder actively promotes the use of books and stories that show different language and text. She reads with the children each day. All children

are fully engaged as the childminder reads stories with enthusiasm. She involves the children in saying repeated phrases and doing actions from the familiar stories. As a result, children develop a love of books and seek them out in their everyday play.

- The childminder actively updates her knowledge through ongoing relevant professional development. For example, she recently researched the benefits of supporting children who speak more than one language to use their home language alongside English. This has helped to further support children's overall communication and language skills.
- The childminder takes time to get to know children when they first start attending. She gathers useful information from parents about children's individual care needs and routines. The childminder ensures that she respects children's sleep routines and have access to their comforters when needed. Children settle well. They enjoy their time in the childminder's care and have a positive relationship with her.
- The childminder actively assesses risks in her home and the outdoor play space so that the children are safe in her care. For example, she goes into the garden and removes any potential hazards before children go out to play.

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:

- allow children the time and opportunity to try to do things for themselves to further develop their independence.

Setting details

Unique reference number	2662116
Local authority	Lincolnshire
Inspection number	10335260
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bourne, Lincolnshire. She operates her childminding provision from 7.30am to 6.30pm, Monday to Friday, during term time only, except for bank holidays.

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 a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents and considered their views.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector conducted a learning walk of the premises together.

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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