

Childminder report

Inspection date: 25 April 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 have opportunities to be physically active, such as in the childminder's garden. They show excitement and develop good balance and coordination as they climb onto boards and rock their bodies forwards and backwards. Younger children are supported to use a small slide. The childminder stands close to offer a supportive hand and to promote their safety.

Children are encouraged to develop an understanding of how to share. For example, when younger children roll a toy car along the floor, the childminder asks them to let another child have a turn, modelling how to do this. When children want to play with the same toys, the childminder ensures that these are easily accessible for all children and encourages them to play cooperatively. Children are encouraged to listen and follow instructions. For example, younger children are encouraged to put certain toys away when the routine of the day changes. Children are helpful, which contributes to giving them a sense of responsibility. Children learn to care for and treat animals with respect and kindness. For example, the childminder shows children how to stroke her pet dog gently and how to take her dog for a walk. This contributes to promoting children's safety when they are around animals.

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

- The childminder works in partnership with parents to provide consistency in helping children to manage their behaviour. This includes diverting younger children's attention to doing something positive. For example, when children throw toy cars, the childminder asks them to throw a ball instead.
- The childminder shares information about children's learning and development with other childminders who share children's care. This helps to provide consistency when children attend more than one early years provision.
- The childminder finds out about what children know and can do when they start attending. She uses this information alongside her own observations and assessments to help identify what children need to learn next. One example is when children need support to develop their confidence to mix with people in different social situations. To help support this aspect of learning, the childminder takes children to playgroups where they are supported to interact with children of a similar age and to become confident in new environments.
- The childminder supports children to build on their independence. For example, she asks younger children to help manage the fastenings on their shoes and to pull up zips on their coats, and she asks older children to carry out these tasks all by themselves.
- The childminder extends her professional development to help meet the needs of the children in her care. Recent training helps her provide additional resources

to enable younger children to follow the ways they prefer to learn. For instance, when children like to transport objects from one area to another, the childminder provides them with baskets to enable them to do this.

- Overall, the childminder supports children's communication skills well. For example, she reads the children stories and sings nursery rhymes with them, often leaving off the end of rhymes for them to finish. However, the childminder does not always name objects or body parts correctly. This does not support children's early understanding of words. For example, sometimes, she says 'doggy' instead of 'dog' and 'armies' instead of 'arms'.
- The childminder supports children to develop their literacy skills. For instance, children choose and take books to the childminder to read. She asks children to identify the images they see on the pages, which helps to maintain their interests and love of books. Children are offered chalk to use on a board outside. The childminder shows them how to use the chalk to draw circles and lines, which contributes to their early writing skills.
- The childminder identifies and makes changes to her provision to increase opportunities for children. For example, after a recent review, she reduced the amount of toys and resources children were offered. This has helped them to focus and be more engaged in their play. However, the childminder does not seek feedback from parents to enable them to contribute to identifying changes to the provision to support their children.

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:

- use the correct name for objects and body parts to support children's understanding of words
- build on the already good partnerships with parents and gather feedback from them to help reflect on the experiences of children.

Setting details

Unique reference number	2670185
Local authority	Lincolnshire
Inspection number	10337230
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in North Hykeham, Lincolnshire. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Hayley Ruane

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 and the inspector had 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 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 reviewed a sample of documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024