

Childminder report

Inspection date: 5 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 learn about nature. For example, they go with the childminder to woodland to collect sticks and leaves. Children are shown how to use the objects they play with in different ways, helping to develop their imagination. For instance, the childminder puts pasta into containers to make musical instruments. Children put their hands over their ears in anticipation of the childminder making loud and quiet noises, helping them learn how to make different sounds. Children go with the childminder to visit local attractions, such as the beach for fresh air and exercise. They are asked to talk about animals they have previously visited at farms, helping them to recall from memory.

Children learn how they can keep themselves safe, including the procedure to follow in the event of a fire in the home. This leads on to children developing their knowledge of people who help them, pretending to be fire fighters. The childminder offers them play experiences to use water to put out pretend fires. Children learn to share and take turns when they play with toys. For instance, they sit opposite the childminder and roll toy cars back and forth with her. Children receive a high five to praise their achievements, such as when they put pegs into a board. This helps to raise their self-esteem.

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

- The childminder observes and assesses children's learning. She uses this information to help identify what children need to learn next. This includes supporting children's communication and language skills. For example, the childminder repeats words children say incorrectly, helping them to hear the correct pronunciation.
- Children have opportunities to develop their social skills. The childminder takes children to attend groups at the library where they listen to other people read stories and mix with children who are a similar age.
- The childminder helps children to learn skills in preparation for the future and their move on to school. This includes helping them to be confident in water. For example, the childminder takes children swimming and ensures that they wear arm bands to promote their safety.
- The childminder helps children to name how they are feeling, such as happy or sad, during a welcome time. However, she does not help them to build on their knowledge of emotions and to understand why they feel a certain way.
- Parents say that the childminder is extremely friendly and empathetic to children's needs. They appreciate the variety of activities she offers their children and value the comments they receive about their children's day.
- The childminder takes an interest in children's home lives. For example, she asks parents about activities and experiences children have at the weekends. She

uses this information to hold discussions with children about what they have been doing. This contributes to children feeling valued and making connections between their home and the childminder's home.

- The childminder has rules and boundaries in place in her home. She talks to children about these, such as to be kind, to use their walking feet indoors and to help tidy away toys. This helps children to understand what is expected of them.
- Children are keen to join activities the childminder plans for them. For example, the childminder provides them with planned activities to enable them to follow their interests in washing cars. However, occasionally, the childminder does not always understand what she wants children to learn from these planned activities. This will help to focus her interactions more precisely to support children's learning.
- The childminder gives children plenty of time to complete tasks by themselves. For example, children are asked to put on their shoes and all-in-one outdoor suits. They pour their own drinks and are shown how to wash their hands thoroughly, promoting hand hygiene routines.
- The childminder extends her knowledge of how to support children's learning through, for instance, attending training courses. This includes how to develop children's maths skills, such as counting. For example, when children can count confidently to 10, the childminder helps them to begin to count backwards from 10.

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:

- help children to build on their understanding of their emotions and why they feel a certain way
- strengthen understanding of the intent of planned activities so that interactions are focused on supporting children to progress in their learning.

Setting details

Unique reference number	2671056
Local authority	Lincolnshire
Inspection number	10337183
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Grantham, Lincolnshire. She operates all year round, from 7am to 6pm, 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.

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 the 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. 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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