

Childminder report

Inspection date: 17 January 2025

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 supported to understand their feelings and emotions. For instance, the childminder asks children to identify how they are feeling and why they feel a certain way. Children say that they are happy because their mummy gives them cuddles. Children are given tasks to complete, encouraging them to have a sense of responsibility. For example, the childminder gives them cloths to wipe spills off tables and the floor; children wipe down the slide before they use it. Children receive plenty of praise from the childminder for their achievements, such as 'well done' and a 'high five'. This helps children to recognise and repeat positive behaviours.

Children develop the muscles in their hands to support their physical skills. For example, the childminder shows children how to use scissors when they want to cut the stems of herbs. In the garden, the childminder gives children balls to kick, helping to develop their balance and coordination. Children learn how they can keep themselves safe. For example, the childminder talks to children about road safety when she walks with them in the street. Children are supported to use knives safely to cut up strawberries at snack time. The childminder provides hand-over-hand support to help younger children to understand how to use a knife. Older children manage this on their own.

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

- The childminder uses information from parents and her own observations and assessments of children's learning to identify what children need to learn next. This includes supporting children to develop their social skills. Therefore, the childminder takes children to playgroups where they are able to interact with a larger group of children and adults.
- The childminder helps children to understand the importance of good oral health. For example, through role-play experiences, children pretend to be dentists. The childminder talks to children about the importance of brushing their teeth to keep them healthy.
- The childminder encourages children to be independent. For example, children use small jugs to pour their own drinks. When children do this, they say, 'I did it', showing pride in their achievements.
- Children learn how to share when they play games. For instance, when the childminder introduces a shopping game, she asks children to take it in turns to play.
- The childminder makes the most of spontaneous opportunities to build on children's learning. This includes helping children learn about different birds. For example, when she sees a heron on a neighbour's roof, the childminder is quick to show children this and explain what the bird is called. When the childminder

asks children what the bird is like, they reply 'a flamingo'.

- Children are keen to join activities the childminder plans for them. This includes children joining her to sing a song to welcome all children to her setting. This helps children to feel included. However, on occasions, the childminder does not adapt her interactions to enable children to meet their emerging needs. For example, when children show that they want to be physically active, she offers activities where they sit down.
- When the childminder reads children stories, she asks them to identify images they see on the pages, supporting their literacy and language skills. Children remember familiar stories and act these out during their play, showing their imagination. This includes children telling the childminder that they are making sandwiches for a tiger who is coming for tea.
- Parents appreciate the information they receive from the childminder about their children's day. This includes receiving pictures, videos and daily discussions. The childminder works in partnership with parents to support children's next steps in learning. This includes promoting consistency for children when they are toileting.
- The childminder attends training courses to help develop her knowledge of how to support children's communication skills. For example, she shows children pictures that reflect different nursery rhymes. This enables children to make choices about what they want to sing to help support their speaking skills. However, sometimes, children want to speak to the childminder at the same time. The childminder does not support children to learn how to take turns in conversations and to listen to the views of others.

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 the implementation of planned activities and adapt interactions to follow children's emerging needs
- support children to learn how to take turns in conversations and to listen to the views of others.

Setting details

Unique reference number	2681644
Local authority	Lincolnshire
Inspection number	10367639
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	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Louth, Lincolnshire. She operates all year round, on Tuesday and Wednesday from 8am until 5.30pm, and on Thursday and Friday from 8am until 4pm, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 6 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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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