

Childminder report

Inspection date: 3 October 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

The childminder creates a homely and stimulating environment. Children thoroughly enjoy the variety of activities provided and show high levels of curiosity as they remain engaged for long periods of time. Children develop a positive attitude to learning and show a willingness to have a go and complete tasks. For example, children persevere and learn how to operate a water butt following the childminder's clear instructions. They have a tremendous time filling up various-sized containers and transporting water around the garden, developing their physical skills and hand-eye coordination. Children learn to think for themselves. They use their imagination as they add water to a small-world play farm the childminder has set up.

Children learn to behave well. The childminder supports children to regulate their behaviour and gently steps in with positive reinforcement and distractions when needed. This helps children learn about expectations of their behaviour. Children learn about the wider world through real-life experiences. The childminder plans a range of outings for children. For example, children visit local parks and wildlife areas. These interesting activities help children to develop their confidence in new situations and develop social skills as they meet up with larger groups of children.

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

- The childminder plans themes and activities to support children's learning. She provides adult-led activities which focus on children's next steps in learning and supports them to build on what they already know at a pace and level suited to their age and stage of development. For example, the oldest children work together to build a train track with the childminder. Babies are engaged in sensory play, where they explore sounds and textures.
- Conversation is at the heart of everything that the childminder does. The childminder models language well and repeats it back to children if they struggle to pronounce a word. Older children develop their attention and listening skills as the childminder engages children in meaningful conversations. For example, during play, children show they are confident in using their language skills as they talk about different types of weather and what they do in the snow, sunshine and rain.
- The childminder makes effective use of what she knows about children to help build on their previous knowledge. She plans adult-led activities to support children's next steps in learning. However, the childminder does not always carefully consider the timing of these activities, which sometimes results in children becoming distracted and losing interest. For example, as children are taken outside to play, the childminder quickly attempts to engage them in adult-led activities before children have had time to explore independently.

- The childminder develops strong relationships with parents and regularly seeks feedback to evaluate the service she provides. The childminder shares daily conversations, photos and summaries of what children have been doing each day. Parents' written comments say the childminder has created a family feel and provides a nurturing environment where children have built positive relationships.
- The support children receive from the childminder in their personal development is good. The childminder provides healthy foods for children and encourages children to wash their hands before mealtimes. Children have lots of opportunities to be active. However, the childminder does not always help children understand why these practices are important and how they contribute to leading a healthy lifestyle.
- The childminder focuses on building children's confidence and independence to prepare them for when they start school. For example, as older children put on their shoes before going outside, she asks children to think if the shoes are going on the correct foot. During mealtimes, children learn to use a knife safely, cut up their fruit and spread butter on their toast.
- The childminder evaluates her setting and identifies professional development opportunities to make changes to benefit the children. For example, she has identified a need to strengthen communication with other settings children attend. She has provided parents with a communication book to ensure that relevant information is passed on, such as children's progress and topics children are learning about. This partnership helps maintain continuity for children's learning.

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 planning of adult-led activities to carefully consider their timing and ensure that children are settled and ready to engage fully
- increase opportunities for children to learn about being healthy and the benefits of making healthy choices.

Setting details

Unique reference number	2682504
Local authority	Lincolnshire
Inspection number	10355107
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	0 to 3
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2022 and lives in Newark. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded care and early education for children aged from nine months up to three years. She works with an assistant.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and a paediatric first-aid certificate.

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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