

Childminder report

Inspection date: 11 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and homely environment, where children feel emotionally safe and secure. She forms strong and supportive relationships with each individual child and embeds a consistent daily routine. As a result, children approach new situations with confidence, show they are familiar with what is expected of them, and feel comfortable in the childminder's care.

Children follow instructions quickly, for example, when they need to wash their hands after an activity or before they eat. The childminder promotes children's independence as much as possible. Children have a choice in what they want to eat at snack time. They safely prepare their own fruit under the childminder's close supervision. Older children are gaining the skills they need for school, such as to put on their own coat and shoes. They know where they should store these items, demonstrating their sense of belonging in the childminder's home.

Children are polite to their friends. As they chatter between themselves, they are heard saying, 'Thank you' and 'You're welcome' in response. Children are developing the skills needed to converse back and forth. Younger, less-vocal children learn to wave to signal a sign of hello. All children benefit from the childminder's excellent use of communication and language modelling.

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

- The childminder teaches children through a series of well-thought-out activities, where children can practise what they know and can do. She introduces new learning by threading this through topics that children are interested in and activities that they enjoy. For instance, children hear exciting language, such as 'squelch, squelch' when the childminder reads a favourite story. Children go on to use this language themselves when they make muddy puddles out of play dough. This sequence of activities gives children the chance to embed their learning.
- The childminder reads to children every day. She understands the value of storytelling. She has completed training in literacy and language to maximise the positive impact of her use of books. The childminder provides interactive opportunities for children to explore a narrative. For example, children splash water when they hear about a family splashing through a river. This promotes children's engagement and interest as they participate in literacy activities.
- Overall, children behave well because the childminder is attentive to their needs and supports their purposeful play very well. Occasionally, however, children have minor disagreements with their friends. At these times, the childminder responds quickly, but she does not always offer the best explanations to help children understand the impact of their behaviour and how they can resolve

their conflicts. Clearer explanation would promote children's social development better.

- As part of the daily routine, the childminder leads children in songs about the alphabet, number, and shape, and organises group yoga activities. Older children benefit from this. They remain focused throughout and learn concepts that will be extended at school. Younger children are less engaged in this daily group activity. They are not developmentally ready for this learning and, as a result, they are not as engaged during this time.
- The childminder has established ways to performance manage herself. She is involved in professional networks where she can learn about good practice from other practitioners. She has subscribed to forums where she receives updates about the early years sector and participates in training opportunities. The childminder is aware of the updates to the statutory framework for the early years foundation stage, specifically for childminders.
- Parents speak highly of the childminder. They explain that their children are 'thriving'. Parents comment that their children have settled quickly because of the childminder's settling-in procedures. They explain that the childminder's communication is 'fantastic', and when children return home, they can talk about their day by looking at the photographs that the childminder has sent. This means that children are continuing their learning at home through recalling their daily activities.
- The childminder supports children's healthy lifestyles. Children choose from a selection of fruit and vegetables at snack time. The childminder offers children daily opportunities for exercise, including walks in the local community and visits to soft-play centres. Children are learning how to keep fit and look after their bodies.

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:

- offer children further explanation and support to help them understand the impact of their behaviour on others and how they can resolve their conflicts
- refine the implementation of group time activities to make sure younger children are benefiting as much as their older peers.

Setting details

Unique reference number	2691636
Local authority	Lincolnshire
Inspection number	10325900
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Lincoln, Lincolnshire. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about their time with the childminder and what they enjoy doing while with her.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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