

Childminder report

Inspection date: 14 February 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 creative. In the garden, they use brushes with paint to make marks on paper, helping to develop their hand and eye coordination in preparation for early writing. Children are supported to identify the colours of the paints they use. When children guess the colours incorrectly, the childminder tells them the correct colour to help build on their understanding. Children are given gentle reminders to use good manners. For instance, when they are asked if they would like more milk at snack time and say, 'no', the childminder says, 'no thank you'.

Children are supported to develop their social skills and to show positive behaviour. For example, they are excited to play a game of hide and seek and are asked to take it in turns to count and look for other children when they hide. Younger children have opportunities to develop skills that will help them in preparation to use a spoon to feed themselves. For instance, children copy the childminder when she shows them how to use spoons in their play, such as to scoop cereal. When younger children sit in high chairs to eat, the childminder securely fastens them in, helping to promote their safety when they eat.

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

- Prior to children attending, the childminder offers children settling-in sessions. She uses this time to get to know the children, supporting them to play with activities that promote their interests. This helps children to feel comfortable in the childminder's care and to develop positive relationships with her.
- The childminder gathers information from parents when children first start about their prior learning, interests and abilities. She uses this information, along with her own observations and assessments, to help identify what children need to learn next and to plan for their learning.
- The childminder follows children's interests to look at books. When children bring her a book to read, she uses different expressions in her voice when reading the story. This helps to capture children's attention and they listen well.
- The childminder shares information about activities children enjoy and their learning. She supports parents to continue their children's learning at home. For example, she encourages them to support children to understand mathematical language, such as 'full' and 'empty'. This helps to provide a united approach to promoting children's development.
- Parents provide positive comments about the childminder. They say that their children have received the most superb care and attention from day one. Parents comment how their children thrive on the huge variety of activities the childminder and her co-childminder offers them.
- The childminder is a good role model and shows positive interactions with her

co-childminder. This helps children to learn how to behave appropriately with others. The childminder helps children to learn about their own feelings. For instance, she talks to children about how they are feeling and reads stories to them about emotions.

- Overall, the childminder extends her professional development well. For example, she completes training courses to keep her knowledge of safeguarding current. This helps her to promote children's safety. However, when she attends other training, such as to develop her knowledge of how children play, she does not reflect on how new knowledge can improve her practice and outcomes for children further.
- The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about online safety when they use technology in the setting and at home. She helps children to understand to keep their bodies private, such as when they use the toilet.
- When children also attend another early years setting, the childminder shares and receives information from staff about children's interests and development. This helps the childminder to continue children's interests and learning when they are in her care, helping to promote consistency.
- Overall, children are keen to join activities the childminder plans for them. However, during some daily routines, children are not supported as well as at other times, to listen and follow instructions. For example, when the childminder asks children to tidy away toys, they do not follow her instructions.

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:

- reflect more precisely on professional development and how this can build on existing practice and outcomes for children
- find ways to support children to follow instructions during daily routines.

Setting details

Unique reference number	2734588
Local authority	Lincolnshire
Inspection number	10333248
Type of provision	Childminder
Registers	Early Years 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	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and operates from the home of her co-childminder in Spalding, Lincolnshire. She operates all year round from 7.30am until 5pm, from Tuesday 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 and works with a co-childminders and her assistants.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and 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 and her co-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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