

Childminder report

Inspection date: 8 August 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 builds good relationships with the children she cares for. Children enter the childminder's home with confidence. The childminder considers that some children may be feeling anxious as they arrive in the morning. She helps children to recognise their feelings so that she can settle children in her care. As a result of this, children settle well and enjoy exploring the childminder's safe and welcoming home and garden.

Children show that they have a good relationship with the childminder. They seek the childminder out for cuddles and reassurance if they are distressed. The childminder helps children to build their confidence in her home. She encourages children to ask for help to carry the toys and resources provided. The childminder considers the interests of the children in her care. She consults parents to find out children's likes and dislikes, and takes these into account when she prepares her environment and activities. She ensures that children's favourite activities and toys are out when they arrive.

Children are polite and listen to the gentle instruction the childminder gives them. The childminder acts as a good role model and plays alongside the children, sharing the toys and saying 'please' and 'thank you'. Children enthusiastically explore the inviting garden. The childminder helps them to develop their large muscles as they climb and balance on stepping stones. She warmly praises them as they carefully achieve their goal.

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

- The childminder ensures that her environment is inviting and exciting for the children who attend her provision. She takes children's interests into consideration as she provides a wealth of available resources. Children find their favourite activities in her stimulating and welcoming garden and settle quickly as a result of this.
- The childminder offers a broad and varied curriculum. However, at times, she tries to teach younger children concepts which they do not fully understand. For example, she encourages children to participate in an egg and spoon race. The childminder does not clearly communicate what she wants children to do. This results in younger children not understanding the activity and they lose interest. This means that, at times, some children do not benefit from her teaching.
- The childminder talks to children about what they are doing as they play. Children show that they are making good progress and are becoming confident in their language skills as they talk to the childminder. However, at times, the childminder asks a multitude of questions in quick succession and the children do not have the time to think about and respond to the childminder's questions.

- The childminder works closely with parents to find out about each child before they start attending her provision. Parents say that their children are coming on in 'leaps and bounds' in the childminder's care. The childminder ensures that she provides regular updates on children's progress, and parents are pleased with the childminder's 'mature and calm' approach.
- Children enjoy a wide variety of activities in the local community. The childminder ensures that children gain valuable, new experiences. Children explore local woods and farms which help them to learn about their natural environment and the animals within it.
- Children respond well to the childminder's gentle approach. They help her to tidy up before lunch. They listen to instruction and respond to encouragement. The childminder reminds and encourages children to take turns and to share the resources. When they handle the pet rabbit, they are reminded to 'be gentle'.
- The childminder promotes physical development well. She provides a wealth of activities that help children make good progress in building their small- and large-muscle skills. Children show confidence in their abilities as they skilfully pour water into jugs and vessels. They push wheeled sit-and-ride toys along with increasing skill, and handle play dough confidently.
- The childminder is reflective and evaluates her practice well. She is committed to enhancing her continuous professional development through regular training. For example, she has attended recent training on the benefits of providing sensory play activities in a mud kitchen. She has developed her mud kitchen to support children to learn through sensory and exploratory play.

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:

- present children with activities that they can understand and participate in
- improve questioning techniques so that children have time to think and respond to questions to further support early communication skills.

Setting details

Unique reference number	2756142
Local authority	Lincolnshire
Inspection number	10349411
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Blyborough, Lincolnshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Stephanie North

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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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