

Childminder report

Inspection date: 5 November 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 show that they feel safe and secure in the childminder's home. They follow routines that the childminder embeds when they arrive. Children take off their shoes and hang their belongings in the allocated space. They are confident to enter the home and select toys and resources to play with. Children are encouraged to complete tasks by themselves. For instance, younger children receive support from the childminder to put on their coats. Older children manage this on their own. Children play games together, encouraging them to share and take turns. The childminder shows some children how to play games if they have not played them before, helping them to understand the rules.

Children show that they enjoy being physically active. In the garden, children use bubble mixture to create bubbles in the air. Younger children are asked to stamp on the bubbles when they land on the ground, helping to develop their balance and coordination. Older children confidently jump off objects and are supervised by the childminder to promote their safety. Children learn how to develop the muscles in their hands. For instance, they use scissors to cut paper. Younger children receive support from the childminder to open and close their hands when they use age-appropriate scissors. Older children competently do this by themselves and are proud to show the childminder their achievements.

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

- The childminder places a strong focus on supporting children to be healthy. Children join her to make meals, such as pizzas. She offers children healthy food choices, promoting a nutritious diet. Children learn how food grows. They help the childminder to harvest food in her allotment and garden. Children pick apples from the trees and are helped to understand that they need to wash the apples before they eat them.
- The childminder asks parents to share information with her about children's abilities when they first start. She uses this, along with her observations and assessments, to help identify children's interests and what they need to learn next. For example, after children dress up as firefighters, the childminder shows them images about how they can keep themselves safe when they are around fireworks. Children use cardboard tubes with paint to make images of fireworks, encouraging them to be creative.
- The childminder has rules and boundaries in place in her home. This helps children to understand what is expected of them. Children say that if their friends are sad, they would cuddle them, showing how to be caring towards others.
- Children have opportunities to develop a love of books. For example, the childminder takes children to libraries to choose books. When the childminder

reads stories, children join in with familiar phrases in favourite books, helping to maintain their attention.

- The childminder builds on her professional development. This helps her to develop her knowledge of how to promote children's safety when they use technology. For example, she talks to children about only accessing videos that parents are aware of. She gives parents information about how they can keep their children safe at home when they use the internet.
- Overall, the childminder supports children's communication skills well. However, sometimes, the childminder does not support children to take turns in conversations. This results in children talking over each other and the childminder and not listening to others' views. Furthermore, occasionally, the childminder does not use the correct words for objects and animals to support children's developing vocabulary.
- The childminder shares information with parents about their children's achievements. This helps to keep parents informed about their children's progress. The childminder supports parents to continue children's learning at home. This includes helping their children to learn about being safe when they are near roads.
- The childminder makes changes to the environment to support children's learning. For instance, she has moved toys and resources for the children to access into another room in her home. This allows children to have a quieter space, with less distractions when she implements planned activities. This change results in children being more focused during these times.

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:

- help children to take turns in conversations and listen to the views of others
- support children to hear the correct words for objects and animals to help build on their vocabulary.

Setting details

Unique reference number	2757542
Local authority	Lincolnshire
Inspection number	10349616
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hemswell Cliff, Lincolnshire. She operates all year round, from 8am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards.

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 and evidence of the suitability of persons living in the household.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024