

Childminder report

Inspection date: 19 June 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 and her assistant's care. They squeal with excitement when they play chasing games with their peers and laugh when the childminder catches them. Children are provided with their own space to store their belongings when they arrive. They have their own pegs that show their name and photo to hang their coats and bags on. These contribute to helping children to have a sense of belonging in the childminder's care.

Children are supported to develop their physical skills and to share. For instance, the childminder's assistant explains to younger children that they need to climb the steps before going down a slide. This contributes to promoting their balance and coordination. Children are supported to understand how to take it in turns to go down the slide. The childminder reminds children to sit on their bottoms when they are at the top of the slide or else they may fall. This contributes to children's early understanding of how to keep themselves safe. Children have opportunities to learn about size. For instance, when they make footprints with toy dinosaurs in sand and dough, the assistant talks to them about the footprints being big and little. Children are encouraged by the childminder's assistants to use their hands to poke and squeeze dough, helping to develop their muscles in preparation for early writing.

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

- Children have opportunities to develop a love of books. They have access to a wide range of books in the playroom. The childminder and her assistant point to and name images in books, helping to develop younger children's understanding of what they see. The childminder takes children to the library to choose books to borrow.
- The childminder and her assistants take children into the local community to help broaden their learning. For instance, they take bus rides with children to follow 'dinosaur trails'. This helps children to build on their interests in these animals and to experience travelling on different forms of transport. Children go with the childminder and her assistants to children's centres. This provides them with opportunities to play and interact with others, helping to develop their social skills.
- The childminder creates a curriculum that allows children to follow their interests and progress in their development. She also completes observations and assessments to help identify what individual children need to learn next. For example, when children enjoy using paints to make marks outdoors, she offers them other resources to use, helping them make different marks and promoting their creativity as they use different tools.
- Children are encouraged to be independent, learning skills for the future. For example, the childminder asks children to get tissues to wipe their noses and to

dispose of these in the bin. The assistants provide children with opportunities to use safety knives to cut up bananas and apples and to peel their own oranges at snack time.

- The childminder provides resources to encourage children to develop their listening skills. Children listen to songs and begin to move their bodies to the rhythm. However, occasionally, the childminder and her assistants do not support younger children to build on their speaking skills. For example, sometimes, they do not name objects correctly when they talk to children. This may result in children copying the words they use, creating misconceptions.
- The childminder shares information with parents about children's care routines, activities they enjoy and their development. However, when children also attend another early years setting, the childminder does not share information with staff about children's development. This will help to provide more consistency in their learning.
- The childminder and her assistants use positive reinforcement to promote positive behaviour. This includes giving children plenty of praise when they complete tasks, such as for tidying away toys. The childminder develops her knowledge of how to use sign language with the children. She uses signs to support children's understanding of how to use 'kind hands' when they play with others.
- The childminder and her assistants reflect on the experiences they offer children. They make changes to improve opportunities for children. Recent changes to the garden help to promote children's safety. For example, a new surface on the ground helps children to avoid slipping on mud.

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:

- support all adults working with children to build on their knowledge of how to develop younger children's speaking skills more effectively
- share and gather information about children's learning with other early years settings they also attend to help provide consistency in their development.

Setting details

Unique reference number	2757552
Local authority	Lincolnshire
Inspection number	10349643
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	18
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Cherry Willingham, Lincolnshire. She operates all year round, from 7.30am to 5pm, Tuesday to Thursday, 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. She works with two assistants.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 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 assistants. 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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