

Childminder report

Inspection date: 9 October 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 has created a warm, homely setting. Children demonstrate that they are happy and settled as they confidently explore the environment. The childminder knows children's individual characters well and plans activities around their interests. Children easily build positive relationships with the childminder and her assistants. Children sit on adults' knees for group time and regularly seek them out for cuddles.

The childminder supports children to regulate their behaviours and gently steps in with positive reinforcement and distractions. Children show they understand the expectations set out by the childminder as they follow instructions, such as tidying up. Older children show kindness as they help give water bottles out to the babies and complete small tasks for adults.

The childminder plans for children's different stages of development. All children engage in adult-led activities to develop their fine motor skills. For example, babies enjoy picking up conkers and putting them into a bottle. As they take turns, babies clap and cheer each other when the conker is in the bottle. Older children are curious as they learn how to use tweezers to collect autumn objects and put them in a bucket. The childminder encourages children to think about position and number as she asks children to find four conkers. Children are enthusiastic and the childminder encourages children to keep trying when the conker slips out of the tweezers.

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

- The childminder regularly assesses children's progress. This helps her to plan accurate next steps for individual children at different stages of their development. All children thoroughly enjoy the activities on offer. They show positive attitudes to their learning and the childminder supports children to keep trying. As children are engaged into the activities they confidently say, 'That's not tricky for me,' as they persist with their concentration at using tools to pick up objects. The childminder responds well to children and offers more challenge to the activity by adding different resources. Children are eager to have a go.
- The childminder spends time getting to know all her families. She gathers information about children's starting points and interests. This helps her to settle children into her setting and plan appropriate activities that children can enjoy. For example, the childminder makes use of resources children are interested in. During her all about me topic, children measure themselves and learn about height. She adds magnetic shapes for children to build a tower the same height as their body to entice children to engage into their learning.
- The childminder has very positive partnerships with parents. She works closely

with parents to meet children's individual needs and keeps them well informed about their progress. Parents receive a detailed handover at the end of the day. Parents' written comments say they feel confident leaving their children in the childminder's care and they have seen their children progress in their development since joining. However, when children also attend another early years setting, the childminder does not share or gather information with staff about the child's experiences to help to provide more consistency for supporting children's learning.

- The childminder and her assistants work well together as a team and are dedicated to their roles. The childminder supports new assistants in their role. This includes providing a clear induction and ongoing professional development, such as coaching and mentoring. These opportunities help to develop the confidence of the childminder's assistants to support their practice further.
- As part of the daily routine, children experience moments of calm and thoroughly enjoy their story time before lunch. The childminder and her assistants encourage children to understand about the story line as they talk about what is happening on each page and look at the illustrations. Children hold props to help them to follow the story and show they understand as they make predictions about the ending.
- Children's gross motor skills are promoted through movement and dancing. All children confidently move their bodies to action songs. The childminder and her assistants join in a scarf dance showing children how to move a scarf around in different ways. Children thoroughly enjoy dance and music, and ask for more songs to continue dancing.

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:

- strengthen partnerships with other settings that children attend, to share information and promote continuity in their learning and development.

Setting details

Unique reference number	2757648
Local authority	Lincolnshire
Inspection number	10349595
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 4
Total number of places	18
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hykeham, Lincoln. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded places for children three and four years. She works with assistants. The childminder has an appropriate level 3 qualification.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children engaged with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid qualification.

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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