

Childminder report

Inspection date: 25 September 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 care. When they arrive, children understand the routine that the childminder embeds. For instance, older children take off their shoes and tell visitors where to place their shoes. Younger children are asked to hang their coats on pegs. Children listen, follow instructions and independently manage their own belongings.

Children have opportunities to develop a love of books. When the childminder reads them stories, she asks them to turn the pages. Children focus and maintain their attention because, for example, the childminder uses different tones in her voice. Younger children are supported to manage their safety when they are physically active. For example, they follow instructions to crawl when they manoeuvre from under a table, managing to do this safely. Children show good teamwork when they work together to build and construct a tower using foam bricks. When the tower falls over, the childminder asks them if they can build it again, encouraging them to keep trying. Children persevere and say that they are building a 'hiding tower'. When children are asked to tidy the bricks away, the childminder asks them to take it in turns to stack them on a shelf, encouraging them to show kindness.

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

- Children have opportunities to develop their social skills with a wide variety of people. For instance, the childminder takes them to a residential home, where they play games alongside the elderly. Staff from the home say they have seen children grow in confidence in their interactions with the residents.
- Parents are invited to share photos of children's experiences at home. The childminder shares these photos with children to encourage them to remember and talk about past events. Children recall going to London and seeing Big Ben. They say it went, 'ding, dong, really loud'.
- The childminder supports children's communication and language skills well. She attends training courses to develop her understanding of how to use sign language. She uses some sign language when she speaks to children. This helps younger children to understand the words they hear.
- The childminder observes and assesses children's development. She uses this information to help identify what they need to learn next. This includes helping children to understand their feelings and emotions. For example, the childminder talks to children about coloured monsters that relate to different emotions. Children remember that red means angry and it makes them stomp and roar.
- The childminder helps children to understand language that describes position. For example, when older children hold a ball up high, the childminder asks them to hold it high and low. However, the childminder does not fully support older

children to build on their understanding of numbers and counting. For instance, when she asks them to count objects, children know the answer. This does not help to extend their learning.

- Children with individual needs are supported well by the childminder. She liaises with parents and other professionals to help identify how to meet children's needs. The childminder purchases equipment to include them in routines during the day, such as at mealtimes.
- The childminder supports children to follow their interests. For example, when they take an interest in how penguins move, she researches this information with children on the internet. She supervises them to help promote their safety. Children copy the actions they see, showing visitors how penguins walk and swim. However, the childminder does not help children to develop their knowledge of how and what to do if they encounter potential risks when they use the internet at home.
- The childminder has rules and boundaries in her home. This helps children to understand what is expected of them. These include for children to be polite. The childminder gives younger children gentle reminders to use the word 'please' when they ask for help. Older children use good manners, such as when they ask, 'Please can I get down from the table?' at snack time.

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 older children to build on their understanding of numbers and counting
- support older children's knowledge of how and what to do if they encounter potential risks when they use the internet at home.

Setting details

Unique reference number	2758326
Local authority	Lincolnshire
Inspection number	10349541
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 9
Total number of places	12
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Waddington, Lincolnshire. She operates all year round from 7.20am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate level 3 qualification. She works occasionally with an assistant.

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 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.
- Written feedback from parents and staff in a residential home 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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