

Childminder report

Inspection date: 3 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

All children form strong bonds with the childminder. They seek her out for comfort and reassurance. The childminder plays games with younger children, such as peekaboo. Children give her good eye contact and smile when they do. Children have opportunities to carry out tasks on their own. This includes pouring their own drinks from small jugs and, when asked, they take their empty cups into the kitchen. Children are given opportunities to develop their social skills. For instance, the childminder takes them to attend groups at children's centres, where they mix with a variety of different children. Children are supported to develop their imaginative skills through role play. For instance, when younger children take a doll to the childminder, she shows them how to pretend to feed a doll with a bottle. Children copy her and learn how to care for babies.

Children have a language-rich environment that supports their speaking skills. For instance, younger children hear the childminder singing songs during daily routines. This includes singing to children when they wash their hands and when asking them to put toys away. She gives children individual toys to put away, helping them to understand and follow her instructions. Children listen and do this willingly.

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

- The childminder supports children's behaviour well. For example, she helps younger children to learn how to share toys, modelling how to give toys to others. This results in children copying and beginning to learn how to share.
- The childminder's curriculum when children first start attending is to focus on supporting children's personal, social and emotional development. For example, she offers children settling-in sessions and follows the same routines as children receive at home. This contributes to children becoming familiar with the childminder and settling well into her home and care. After that, the childminder uses information from parents, alongside her own observations, to help identify individual targets for children to help them progress in their learning.
- The childminder supports children's communication skills well. She uses some sign language alongside the words she uses to support younger children's understanding. When the childminder plays alongside children, she uses simple words for children to copy. For instance, when younger children push a toy car along the floor, she says 'brum, brum'.
- When the childminder changes children's nappies, she uses this time effectively to help children form bonds with her. For example, she talks to them about what she is doing and sings songs to them. This contributes to making this personal time a positive learning experience for them.
- The childminder provides opportunities for children to learn about healthy foods. For example, younger children play with real fruit and vegetables in their play.

This enables them to feel, taste and smell the produce. The childminder provides older children with opportunities to cut up vegetables to make soup. This contributes to their understanding of how meals are made.

- The childminder extends her professional development. She completes training courses to help develop her knowledge of how to support children who are under two years old. For instance, she provides messy-play activities, such as water and bottles filled with liquid for children to explore to help them learn through their senses.
- Children are keen to join activities the childminder plans for them. However, during some of these activities, the childminder does not support children to practise the new skills that she shows them, to help support their learning. For example, younger children do not have time to study their reflection in mirrors before she asks them to look at books and listen to stories.
- The childminder gathers feedback from parents to help her reflect on her provision. From parents' comments, she changed the way she communicates with them. For instance, she uses an app that parents can access quickly to find out about their children's daily routines and learning.

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 the planning of activities to enable children to practise new skills and build on their learning.

Setting details

Unique reference number	2758340
Local authority	Lincolnshire
Inspection number	10349517
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	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Heighington, Lincolnshire. She operates all year round, from 7.50am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children aged nine months and older. The childminder holds an appropriate level 6 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector carried out 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 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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