

Childminder report

Inspection date: 1 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

Children are confident to arrive at the childminder's home. They select toys and resources to follow their interests. Children are shown how to build a tower using magnetic shapes. They listen to and follow the childminder's instructions about where to place the shapes. Children learn how to be kind to animals. For example, they copy the childminder when she models how to use 'kind hands' to stroke her dog. She talks to children about not approaching dogs they do not know when they visit different places in the community. This contributes to promoting children's safety. Children visit woodland with the childminder, where they explore nature and learn about the changes in the environment. Children collect natural resources, such as conkers and sticks, and bring these back to the childminder's home to use in their play.

Children's care and emotional needs are met well. When younger children wake from sleeping, they receive comfort from the childminder. Children have time to wake completely before they choose what toys to play with. All children show an understanding of the routines that the childminder implements. For instance, at snack time, after children wash their hands, they dry them on towels and put these dirty towels into the childminder's washing machine. This encourages children to manage their self-care and promotes their independence.

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. The childminder takes them to a library, where they choose books. Children take books to the childminder and sit on her knee to listen to stories. The childminder asks them to identify different images on the pages. This helps children to remain focused, helping them to develop their concentration.
- The childminder gathers information from parents about children's prior learning and abilities when they first start. She uses this, along with her observations of children, to help identify what they need to learn next. If the childminder has any concerns about a child's development, she works with parents and the local authority to involve other professionals to support children's individual needs.
- Parents say that they like the range of opportunities the childminder offers their children. This includes her taking them to the park and on a bus. Parents explain how these experiences help to build their children's confidence.
- The childminder has rules and boundaries in place to help children understand what is expected of them. For example, when younger children begin to run indoors, the childminder asks them to use their 'walking feet'. However, the childminder does not support children to begin to understand different emotions and how their behaviours may make others feel.
- The childminder completes training courses to develop her knowledge of the

different ways in which children prefer to learn and how to support them. For example, when children like to throw objects, the childminder provides them with opportunities to throw balls into a container. This contributes to children being able to follow their interests as they develop their hand-eye coordination.

- The childminder offers children a nutritious range of food to help promote a healthy diet. She encourages children to try different foods, such as fruit at snack time. The childminder gives children plenty of praise when they do this, helping to raise their self-esteem. Children begin to eat fruit, helping to extend their diet and food preferences.
- Overall, the childminder supports children's communication and language skills well. She uses repetitive words, such as 'dip, dip, dip' when younger children dip rice cakes into hummus at snack time. This supports them to understand words that link to their actions. However, sometimes, the childminder does not provide opportunities for younger children to build on their speaking skills. For example, when children copy the childminder and say single words, she does not help them to begin to put two words together.
- The childminder reflects on the opportunities she offers children. She makes changes to promote children's safety. This includes providing a table and chairs for children to use at snack time and mealtimes in the kitchen. This is so she can always hear and see children when they eat.

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 children to begin to understand emotions and how their behaviours may make others feel
- build on knowledge of how to build on younger children's speaking skills.

Setting details

Unique reference number	2758687
Local authority	Lincolnshire
Inspection number	10349417
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	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 Lincoln, Lincolnshire. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification.

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 and the childminder carried out a joint evaluation of an activity.
- 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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