

Childminder report

Inspection date: 22 November 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 their understanding of routines that the childminder embeds to promote hand-hygiene routines and their good health. Children receive reminders to wash their hands prior to eating and after using the toilet. In their role play experiences, children pull up their sleeves and tell the childminder that they need to wash the germs off their hands before they start making pretend meals.

Children are asked questions to encourage their thinking skills. For instance, they talk about special family events that they remember and that they will attend in the future. Children sing nursery rhymes to support their speaking skills. When older children begin to sing songs to visitors and they become shy, the childminder joins in singing with them, helping to build on children's confidence.

Children develop their understanding of technology and how devices work. When children find cameras, they take them to the childminder and tell her the cameras are 'dead'. The childminder helps children to understand how to turn cameras on and identify when they are out of charge. Children have opportunities to learn how to use tools safely. For example, the childminder explains to children how to use safety knives when they cut vegetables. Children say that they need to hold the handle of the knife when they chop.

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

- The childminder's curriculum includes supporting older children to develop skills for their move on to school. This includes helping children to sit and listen. For example, children are keen to listen to stories. Any assistants the childminder works with leave off the end of sentences in stories for children to finish. This helps to engage and focus children's attention.
- Additional funding that some children receive is used effectively by the childminder to meet children's individual needs. For instance, she purchases resources that shine different-coloured lights around the room. Children move their bodies and show fascination when they look at the lights, helping with their sensory development.
- The childminder supports children with special educational needs and/or disabilities well. She works with other professionals to help build on her knowledge of how to meet children's individual needs. This includes breaking down individual targets for children to help them progress in their learning at a rate that is suited to them.
- The childminder works in partnership with parents to support children with toileting. For example, children receive stickers when they use the toilet to reward their achievements. They receive these from the childminder and parents when children are at home. This helps to promote consistency for rewarding

children's developing self-care skills.

- The childminder provides experiences for children to learn about different forms of transport. For instance, she takes them on bus and train journeys. Children look at photos of these journeys to encourage them to remember. They point out photos of themselves and their friends. However, the childminder does not support children to develop a broader understanding of different cultures, values and beliefs.
- The childminder works closely with schools that children move on to. For example, she invites teachers to see the children in her home. This helps children to become familiar with the adult who will be caring for them, supporting children's emotional well-being.
- Children show excitement to join activities the childminder plans for them. However, sometimes, the implementation of these activities does not support all children to build on their learning. For example, when the childminder identifies that children need support to develop their interactions with others, she does not fully help them to do this.
- The childminder reflects on her practice. Recent changes include offering children nutritious meals on certain days of the month, helping to promote a healthy diet. Children take part in preparing food such as soup. The childminder identifies that if children are involved in the process of making meals, they are more likely to eat them. Children eat the soup they make at lunchtime and are keen to tell visitors the vegetables they tasted the most.

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 experiences for children to build on their knowledge of different cultures, values and beliefs
- develop the implementation of planned activities to support all children to build on their learning.

Setting details

Unique reference number	2760654
Local authority	Lincolnshire
Inspection number	10349727
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 6
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wragby, Lincolnshire. She operates all year round, from 7.30am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months. The childminder works 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 and her assistant. 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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