

Childminder report

Inspection date: 13 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The atmosphere in the setting is one of joy and happiness. The children thrive due to the childminder's playful nature, and there is lots of laughter. The childminder is welcoming to visitors in her home. Children see this and copy her, helping their initial shyness to disappear as they feel secure to begin to interact with visitors. This contributes to children feeling safe in the childminder's care. The childminder supports children to develop positive behaviour. For example, she talks to them about taking turns in their play. When two children want the same toy, for instance, the childminder explains that, once their friend has finished with the toy, it will be their turn to play with it. In turn, children hand over the toy when they have finished, and the childminder thanks them for their kindness.

The childminder supports children to be independent from a young age. For example, older toddlers independently use the toilet and, with gentle reminders from the childminder, remember to wash their hands, which helps to promote appropriate hygiene routines. The childminder uses spontaneous incidents to enhance children's learning. For example, when children collect natural autumnal items, the childminder uses these to develop their learning experiences. For instance, she gives children play dough to use with their leaves and sticks. The childminder shows the children how to make leaf prints using a rolling pin. Children practise using their fine motor skills as they copy the childminder's actions. This activity prompts children to remember and talk about collecting the items.

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

- The childminder pays good attention to her professional development. She uses the knowledge she gains from training to enhance her provision. For example, the childminder has reassessed her environment to provide children with more natural resources to support their imagination and enhance their play and learning.
- The childminder has good relationships with other childminders in the local area. She regularly meets with them and, together, they take children on outings to visit places of interest. This provides children with opportunities to develop their confidence and social skills in a wider group.
- The childminder has a good knowledge of where children are in their development. She has created a curriculum that offers children a wide range of experiences to support their development. The childminder recognises and broadens children's prior experiences. For example, when children have had limited experience of developing their senses and creative skills, the childminder steps in to support them.
- The childminder supports children to develop a love of books and reading. Children freely choose books that they would like the childminder to read to

them. The childminder enthusiastically reads stories to children, fully engaging them as she uses different voices for different characters in the book. Children listen attentively. They answer questions about the story and join in with familiar words.

- Overall, the childminder develops children's communication and language well. She repeats words back to children to model accurate speech. However, there are times when children might miss chances to explore new vocabulary or develop their existing communication skills. One example of this is when the childminder asks questions and does not always allow enough time for the children to process what she has asked before she moves the conversation on.
- Children confidently select from the wide range of resources that the childminder makes available to them. The childminder sits alongside children to offer encouragement. Children develop their hand-to-eye coordination when they spend a long time filling and emptying tins with lentils. They play alongside their friends, sharing the resources.
- The childminder promotes children's physical development well. She provides toddlers with toy pushchairs, encouraging them to push these and negotiate space as they move around the house. Furthermore, the childminder takes the children to weekly dance classes, where children develop and exercise different sets of muscles as they dance and interact with other children.
- The childminder has good relationships with parents. She shares information with them about their children's time at the setting in a range of ways. For example, she speaks to them at drop-off and collection times and uses digital messaging to send photos of children's achievements. Parents are happy with the care and education their children receive. They comment that the setting feels like one big family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children. She is aware of the potential signs and symptoms of abuse and knows how to respond in different scenarios. The childminder knows the local referral procedures to follow if she has a concern about a child. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder accesses ongoing safeguarding training to keep her knowledge continuously updated. The childminder keeps her home safe. Security is good, and children are not able to leave the home without adult supervision.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance questioning techniques to develop children's communication and language skills.

Setting details

Unique reference number	506854
Local authority	Lincolnshire
Inspection number	10305594
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2000 and lives in Grantham. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector through written references.
- The childminder provided the inspector with a sample of key documentation on request.

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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