

# Childminder report

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Inspection date: 14 August 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are keen to interact with the childminder. Younger children play peekaboo games with her, smiling and laughing together. When the childminder pretends to crash the toy cars together, children giggle and stamp their feet, showing their excitement. As children play alongside her, they form close bonds with the childminder, helping them to feel safe and secure in her care. Children show kindness when the childminder asks them to help her to keep the environment clean. For instance, all children are keen to help her to wipe tables clean. They tell the childminder that they like cleaning.

Children have opportunities to develop the muscles in their hands in preparation for writing when they move on to school. For example, the childminder shows older children how to thread cereal onto a wire. This contributes to developing their hand-eye coordination as they copy her. Children are supported to follow their interests in play. For example, when younger children play with toy cars, the childminder provides them with pens to draw a pretend road. She shows them how to move toy cars around a drawing of a pretend roundabout. Younger children copy this, supporting their imaginative play. Older children confidently talk about the images they draw.

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

- When children first start attending, the childminder gathers information from parents about children's abilities. She uses this, along with her own observations and assessments of children's learning, to help identify what children need to learn next. She plans activities to help them progress. This includes supporting children to learn how to share when they play alongside each other using tools and resources.
- Parents say that they appreciate the different activities the childminder offers their children. The childminder shares information with parents about their children's day through, for instance, discussions and sending them photos. She supports parents to continue their children's learning at home. This includes to read stories to their children to help promote their literacy skills.
- The childminder knows the children well and knows how to support their individual behavioural needs. For example, she provides comfort, reassurance and distraction for younger children when they struggle to manage their emotions. The childminder asks older children to use their words and to ask when they want to play with toys that others have.
- The childminder helps children to learn about people who can help them. For instance, she arranges for traffic patrol officers to visit the children in her home to discuss their occupation. The childminder helps children to learn about different forms of transport. For instance, she takes them for journeys on trains.

This contributes to their understanding of the local community.

- The childminder shares a written summary of children's progress when they are between the ages of two and three years old with staff at other early years settings children also attend. Information is shared about how to provide consistency for supporting children's development, such as to encourage their social skills.
- Overall, the childminder supports children's communication skills well. For example, she holds back-and-forth conversations with older children, asking them questions to encourage their thinking skills. However, she has not extended her knowledge about how to support children's speaking skills. Sometimes, the childminder does not use the correct vocabulary to help children understand how to use words correctly.
- The childminder encourages children to complete tasks on their own. For example, she asks children to choose their plate at snack time and to take their plate into the kitchen when they have finished. Children listen and follow her instructions, showing their independence.
- Children are keen to join the activities the childminder offers them. However, occasionally, the childminder does not fully support older children to develop their knowledge of how to count correctly and identify shapes. One example of this is when she does not help children to understand how many raspberries they have at snack time when she asks them.

## **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 professional development to help identify how to support children's speaking skills
- support older children to build on their knowledge of counting and shapes.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY337569                                                                          |
| <b>Local authority</b>                             | Lincolnshire                                                                      |
| <b>Inspection number</b>                           | 10351839                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 23 October 2018                                                                   |

## Information about this early years setting

The childminder registered in 2006 and lives in Welton, 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 two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

### 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 childminder.
- 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 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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