

Childminder report

Inspection date: 18 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children who attend this setting are happy and engaged learners. The childminder and her assistant provide purposeful learning opportunities, through which they make sure that each child is making progress in line with their unique path of development.

Children who speak English as an additional language are supported especially well. Their acquisition of the English language is developing at a rapid pace. Children are learning topical language. They spend long periods exploring a tray of Christmas-themed resources and decorations, showing high levels of concentration and curiosity. The childminder is attentive and shows a great interest in what children are saying as they chatter back and forth. She makes sure that each child has a chance to contribute to the conversation, even those who are less confident. The childminder skilfully repeats what children say to help them to hear the correct pronunciation of words. She uses a range of effective techniques to promote children's communication and language growth.

Children know what is expected from them. The childminder plans the day by following a consistent daily routine, which children are familiar with. This structure helps children to feel safe and secure. As a result, children remain content throughout the day and happily approach transitions, knowing what will be happening next.

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

- The childminder has met the action raised at her previous inspection. She now has a system in place to make sure that each child has a progress check between the ages of two and three years. This contributes to a record of each child's educational journey from their early years onwards. It is used as a baseline so that progress in children's learning and development can be measured.
- The childminder considers how she can connect activities so that children can build on what they know and can do. This gives children the opportunity to practise and embed their learning. For example, the childminder reads the story 'Dear Santa' after children have explored festive resources and learned new words about Christmas. Children practise using their developing vocabulary as they describe what they can see on each page of the book.
- The childminder's assistant is equally able to extend children's learning and development. He demonstrates this when he plays alongside children as they construct vehicles using magnetic shapes. He challenges children to see if their rocket can transport different resources. He helps them to count out how many wheels would be needed to change the rocket's purpose. Through these

interactions, the assistant is supporting children's problem-solving skills and is encouraging their vivid imaginations.

- The childminder uses effective coaching techniques to support children's social development. She models the kind and considerate behaviours that children are learning. Children happily sit alongside each other, sharing resources between themselves. The childminder promotes children's turn taking skills, for example, when she invites them one by one to choose a song to sing.
- Overall, the childminder has a clear understanding of what she needs to teach children and how best to do this. That said, older children are benefiting slightly more from this quality curriculum planning. The childminder has not given as much consideration to how she can continually encourage younger children in their independent learning and involve them at group times. For example, there are limited resources for babies to engage with when they pull themselves to standing. This could result in them becoming less motivated to continue the development of this physical skill.
- The childminder offers children many opportunities for their independence to grow. Older children ably look after their own self-care needs. They know that they must wash their hands after using the bathroom and they confirm that they have done this. The childminder involves babies in their care routines by explaining to them that their nappy needs changing, and then talks them throughout the process. This starts their development in understanding how to look after their bodies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her child protection roles and responsibilities. She knows what could make a child vulnerable or at risk, and how to respond appropriately. The childminder makes sure that her assistant has a sufficient knowledge and understanding as well. She provides him with relevant training opportunities. Children are adequately supervised while they eat, and the childminder has adopted safe sleep practices. She ensures that the premises are safe and secure. The childminder holds a current first-aid qualification so that she can provide appropriate treatment and care if a child has an accident.

What does the setting need to do to improve?

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

- review and develop how the curriculum is implemented for younger children, especially in physical development, so they are continually encouraged and motivated to make rapid progress
- adapt the delivery of group times to make sure that younger children can participate equally alongside their older peers.

Setting details

Unique reference number	EY379143
Local authority	Lincolnshire
Inspection number	10275796
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	10 January 2023

Information about this early years setting

The childminder registered in 2009 and lives in Grantham, Lincolnshire. She offers care from 7am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification. She works with an assistant.

Information about this inspection

Inspector
Charlotte Whalley

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children interacted with the inspector during the inspection.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to a parent during the inspection, and read the reviews of several parents, and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023