

Childminder report

Inspection date:

27 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

Children benefit from the childminder finding out from parents about children's routines at home and following these in his home. This includes knowing when children need to eat and sleep. These routines help children to feel safe and secure in his care.

Children show positive relationships with the childminder. For example, children laugh when they throw pretend leaves on the childminder's head. They bend down to pick the leaves up and reach high to put them on his head, which supports the development of their physical skills. Children learn how food is made. They take part in activities the childminder plans to make bread. Children are asked to take it in turns to stir a bowl of ingredients to make bread dough. The childminder talks to children about mixing the ingredients slow and then fast, helping them to learn about speed. Children copy the childminder when he shows them how to knead the dough with their fingers and to mould it into a shape. This helps children to develop the muscles in their hands. Children are supported to develop their balance and coordination. For example, the childminder holds onto younger children's hands and gives them encouragement to walk towards him. He supports children's core strength when younger children show an interest to stand and hold onto furniture.

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

- The childminder uses information from parents about children's abilities, along with his own observations and assessments, to plan for children's learning. This includes supporting children's communication and language skills. For example, the childminder asks children to blow objects. He understands that this helps children to develop the muscles in their mouths, to help promote their speaking skills. However, during some daily routines, such as nappy changing times, the childminder does not support children's social interactions and communication as well as at other times.
- The childminder and his co-childminder take children to different groups, such as a dance group. He does this to help children develop their confidence in different social situations, especially when they have not had many opportunities to mix with others.
- The childminder plays alongside children and knows them well. However, occasionally, he does not help children to find solutions to problems they encounter during their play. For example, when children find a container that has come apart, they take it to the childminder to fix. The childminder fixes it, instead of asking children to find solutions themselves.
- Parents comment positively about the childminder and his co-childminder. They say that they are dedicated, professional and have a nurturing approach towards

childcare. They appreciate how they create a warm and welcoming environment that feels like a home away from home for their children.

- Children are given praise by the childminder for their achievements, such as listening. For instance, he gives them a 'high-five' when he asks them to feel different textures in books.
- The childminder helps children to develop skills for the future, such as to be independent. For example, he gives children time to take off their shoes and coats when they arrive. Children use a step in the bathroom to wash their hands prior to baking and eating. This helps to promote hygiene routines.
- The childminder attends safeguarding training to keep his knowledge current of how to promote children's safety. He attends training courses to extend his knowledge of how to promote children's safety when they sleep. For example, he recognises that he needs to ensure the temperature in the room is correct, and he removes any loose objects from around children.
- The childminder helps children to be emotionally ready for changes they may face. For example, he knows what other early years settings children will move on to and takes them to see the environment and to become familiar with the routine when he collects others from the same place. The childminder gathers information about children's achievements from other early years settings children also attend. He uses this information, along with his own knowledge of children, to gather a fuller picture of their development and to plan for their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks to children about how they can keep themselves safe. For example, he helps children to understand the importance of wearing seat belts in the car and road safety when he walks with them in the street. The childminder has monitors that enable him to see and hear children when they sleep, alerting him to when they wake. The childminder knows how to identify if children are at potential risk of harm, including from radicalisation. He knows where to report any concerns he has regarding children's safety or if an allegation of abuse is made against himself or his co-childminder.

What does the setting need to do to improve?

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

- use daily routines more effectively to encourage children's social interactions and communication, particularly during nappy changing times
- help children to find ways to solve problems when they encounter these during their play.

Setting details

Unique reference number	EY413895
Local authority	Lincolnshire
Inspection number	10308318
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 March 2018

Information about this early years setting

The childminder registered in 2010 and lives in Grantham, Lincolnshire. He operates all year round, from 7.45am until 5pm, Monday to Friday, except for bank holidays and family holidays. He provides funded early education for two-, three- and four-year-old children. The childminder works with his wife, who is his co-childminder.

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 and his co-childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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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