

Childminder report

Inspection date: 15 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the childminder. They are warmly greeted as they arrive at the childminder's home, and they leave their parents and carers confidently. The childminder is warm and nurturing when she responds to children's individual needs. For example, she gets down to their level and provides cuddles and reassurance when needed. This helps children to feel emotionally secure in her care. The childminder provides children with a range of toys that they can access on their own. She provides further opportunities for children to be independent. For instance, toddlers show resilience as they build and add rings to stacking toys. Older children practise their cutting skills as they use scissors to cut pipe cleaners to make 'octopus tentacles'. They show pride in what they do and receive a 'high-five' from the childminder in recognition of their achievements. This helps to raise children's self-esteem.

The childminder supports children's physical development well. For instance, she provides them with activities outdoors to help develop the muscles in their bodies. Children smile and show enjoyment as they giggle and crawl through a tunnel. The childminder provides opportunities for children to manage risks safely. Children climb up the play castle wall and clap their hands to reward their achievements when they reach the top. When children do this, the childminder supports children's safety, reminding them to sit on their bottoms when they go down the slide.

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

- The childminder helps children to develop a love of books. Children select from a wide range of books and look at these with their friends. They are keen to sit with the childminder, and they share stories with her. The childminder speaks clearly as she names objects children see on the pages. This contributes to younger children's understanding of the objects they see, such as an aeroplane.
- The childminder supports the children's speech and communication well. She talks to children about their prior experiences, such as holidays with their families. The childminder asks questions and gives children the opportunity to respond. This helps to encourage children's thinking skills and to build their confidence to share their thoughts and views.
- The childminder uses observations and assessments to identify what children need to learn next. She uses this information to plan activities to help children progress. This includes supporting children to develop their hand-eye coordination as they use containers and equipment to pour and scoop rice. However, the childminder's interactions with younger children during their self-chosen play are not as effective. For instance, she does not always help them to focus on their chosen activities to help them learn as much as possible.

- Overall, children learn to behave well. However, the childminder does not always support younger children to manage their behaviour effectively. For example, when children struggle to share, she does not give them consistent messages to support their understanding of how to do this.
- The childminder supports children to develop their self-care skills. For instance, she gives toddlers time to remove their shoes and socks as they enter her home. Children develop good hygiene routines as they wash their hands following an embedded sequence, such as adding soap and washing and drying their hands.
- The childminder has developed positive links with other childminders in the local area. They meet with their minded children at playgroups, local parks and soft-play centres. This helps children to develop their social skills and knowledge of local attractions in the community. Children go with the childminder to visit a local residential home where they build relationships with the elderly residents and take part in a dance class.
- The childminder develops her professional knowledge to help raise the quality of teaching. For example, she recently completed a training course to help extend her knowledge of how to support children's mathematical development. She uses this knowledge to weave numbers and concepts into children's play to support their learning.
- The childminder builds positive relationships with parents. She communicates with them daily and provides them with regular updates about their child's progress. Parents say that they are happy with the nurturing environment the childminder provides and that their children are developing well. They comment on the range of experiences away from the setting that the childminder provides.

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 interactions with younger children during their self-chosen play to help them focus and learn as much as possible
- provide children with consistent messages to help them manage their behaviour and learn how to share.

Setting details

Unique reference number	EY422130
Local authority	Lincolnshire
Inspection number	10351605
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	13
Date of previous inspection	1 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in North Hykeham, near Lincoln. She operates all year round, from 7.30am to 5pm, Monday to Thursday, 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.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the childminder.
- The childminder and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken account of.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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 2024