

# Childminder report

---

Inspection date: 4 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

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

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

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

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

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

### The provision is good

Children are happy in childminder's care. They are offered a flexible introduction to the setting. The childminder gains a range of information from parents, including what children already know and can do. Children settle quickly and develop a strong attachment to the childminder. They share their experiences and look to her for comfort and reassurance when needed. Younger children are happy to have their nappy changed when asked and are reassured throughout the process. Therefore, children feel safe and secure in the setting.

Children make excellent progress. Activities are planned around children's interests. This means they are excited to join in and are focused on their learning, demonstrating a positive attitude throughout their play. They show excellent behaviour and are kind to their friends. They play together, engaging for long periods of time in role play and building. Children develop important social skills ready for their next stage of learning. Children are provided with lots of opportunities to develop mathematical skills. For example, they learn to count objects and recognise numbers displayed around the setting. The childminder talks about size and provides mathematical language to support this. Children quickly learn new numbers and use counting skills independently when looking at books and playing.

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

- The childminder focuses her curriculum on the three prime areas of the early years foundation stage. She teaches children important social skills, such as turn taking, and supports their confidence and language development. Children make good friendships and play well together. They are also given opportunities throughout their day to develop their fine and gross motor skills.
- The childminder provides children with opportunities to develop their skills ready for their next stage of learning. For example, when children are moving onto pre-school, she helps them to practise getting dressed independently, open their own food packets at lunchtime and use the toilet on their own. This gives children the important skills they need for a larger group setting. The childminder has also attended a range of training about language development and phonics, which she uses when teaching, to prepare children for school.
- The childminder provides children with trips out in the local community. They regularly visit the parks and shops close by, and enjoy trips to the farm and children's centre. Children recently went on a bus trip to the local town, following on from their interests in vehicles. However, the outdoor space at the setting does not offer a range of inviting opportunities for children to play and learn.
- The childminder has embedded a love of reading with the children at her setting.

She reads to children with enthusiasm and excitement, asking questions and talking about the story and characters. Children often sit independently looking at stories, or choose a story and ask the childminder to read it to them. They sit quietly and listen carefully to the book, eager to choose the next story for the group when the childminder has finished. However, during stories, the childminder does not always ask open-ended questions to encourage children to think for themselves.

- The childminder supports children's language and communication skills by clearly repeating single words. She engages in conversation and children use these skills with each other during small-group play. The childminder also uses Makaton to communicate with children with limited speech and language. Children demonstrate their understanding by following instructions and listening carefully. She works closely with other professionals to provide children with the support they need to achieve. For example, she works closely with speech and language therapists to put in place routines and activities to support children's communication skills. This gives children opportunities to develop their language quickly.
- Parents are very happy with the care their children receive, and describe the childminder as loving, kind and supportive. The childminder plans activities based on children's interests and parents state that their children are making excellent progress. They say their children are happy and confident and they learn something new each day.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended a vast range of safeguarding training and therefore has an excellent knowledge of how to keep young children safe. She is confident to talk about the signs of abuse and what to do if she has concerns about a child. The childminder contacts other professionals and her local authority to gain advice as well as make referrals when needed. She has a good knowledge of wider safeguarding concerns, such as radicalisation and grooming. The childminder knows who to contact if a complaint is raised about herself or a member of her household.

## What does the setting need to do to improve?

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

- enhance the outdoors area to offer all children engaging and inspiring learning opportunities
- develop questioning skills further to support children to think for themselves.

## Setting details

<b>Unique reference number</b>	EY494995
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10295583
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Ruskington. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vikki Reynolds

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023