

Childminder report

Inspection date: 1 February 2024

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 mixing with children of differing ages. Older children demonstrate their growing responsibility and consideration for younger peers. They copy the interactions that they have seen the childminder and her assistants having with younger children, saying, 'Be careful', as younger children attempt to climb the steps of a low-level slide. Babies crawl towards groups of older children and sit with intent and interest as they observe their chatter and playful interactions. Younger children are closely supervised by the childminder or one of her assistants, allowing them to explore the large play space and variety of resources on offer safely.

Children show high levels of involvement as they engage in activities provided by the childminder and her assistants. Their learning is promoted by attentive interactions with the childminder. This is seen during a play dough activity, where children are invited to roll and squeeze the dough. The childminder knows this will help children to strengthen their finger muscles ready for later writing. She weaves other learning through this activity, such as challenging children to count the number of 'sweets' they have made for a jar. Children's learning and development are progressing well because the childminder knows what they need to learn and how this can be achieved.

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

- The childminder uses accurate assessment to find out what children can already do and what they need to learn next. She takes account of what parents think and what children do at home. The childminder clearly communicates details of children's next steps with her assistants so that there is a consistent approach to teaching. The childminder builds her curriculum around age-appropriate learning and development milestones.
- The childminder and her assistants are keen to help children recognise what makes them unique and special. They use a world map to show children where their parents travel to for work and where they used to live. This geographical knowledge supports children's understanding of the world. Children explain that they have flown over the Atlantic Ocean to visit the states in North America where their parents were born.
- The childminder arranges monthly team meetings where she offers group supervision to her assistants. They discuss children's learning and development and what they can do to help children make progress. New assistants receive an induction through which they learn about children's care and learning needs. The childminder makes sure they know important health and safety information such as the fire evacuation procedure.
- The childminder is successful at extending and maximising children's learning. The impact of this is seen during a singing activity. The childminder has taught

children that 'inacey wincey' means small. Children explain that 'tiny' is another word for small, and in contrast the words 'huge' and 'gigantic' mean big.

- The childminder offers children opportunities that they do not get elsewhere. She has pet alpacas, which the children help to care for. Children nurture the animals by feeding them and making sure their water is not frozen over. The childminder and her assistants build children's confidence to be around animals while also teaching them how to stay safe.
- The childminder and her assistants read to children every day during a large-group activity. This fosters a love of books in children. Children show that stories are familiar to them by confidently answering questions about the book being read. However, the organisation of group times could be improved to make sure that each child can see the book. This would help children maintain their focus on learning.
- Children behave well. They follow instructions quickly, such as to stand in a line before snack time. However, occasionally, assistants do not make their expectations clear when children approach a new activity. For example, sometimes, children are asked to share, but there is no explanation or support given to help children understand how they could do this. This clarification would promote children's social development even more and help them to know what is expected of 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:

- adapt the organisation of group times so that all children are fully involved and engaged in the learning on offer
- give children clear explanations to support their positive behaviour and to help them understand expectations.

Setting details

Unique reference number	EY501634
Local authority	Lincolnshire
Inspection number	10327830
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 7
Total number of places	12
Number of children on roll	23
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2016 and lives in Woodhall Spa. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with four assistants on different days. She provides funded early years education for two-, three-, and four-year-old children.

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder's assistants spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistants and children and evaluated them with the childminder.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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