

Childminder report

Inspection date: 1 February 2022

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

The provision is good

Children show a secure sense of belonging at the setting. They demonstrate that they feel safe and reassured when meeting new people. For example, children approach visitors to the setting and show inquisitiveness about their computer. Children are excited to be involved in activities. They laugh out loud and jump up and down, when the childminder asks them if they want to play with the water and ice. Children explore and show fascination as they master new skills when using a pipette to collect warm water. They drop the water on ice and watch as this makes the ice melt. The childminder talks with children about what they are doing and helps them to develop an understanding of why this happens.

Children show high levels of independence. They confidently collect and put on their own coats before going outside. They learn to use a knife safely to cut up their banana at snack time. Young children begin to show an interest in numbers. The childminder supports this learning, as she takes every opportunity to introduce counting during activities and daily routines. For example, when changing children's trousers she says, 'one, two, three up'. Children persevere at activities of their own choosing, and demonstrate a positive attitude to their learning. They develop new skills as they enjoy sensory experiences, such as playing in the sand. Children persist with tasks as they repeatedly fill up a watering can from the water dispenser. They carefully transport the water they collect and pour it into the sand.

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

- The experienced childminder makes effective use of her continuous professional development. Most recently, she has accessed online training that has centred on different safeguarding issues. One example of this, the childminder says she has learned about the 'toxic trio' and how this may affect children and families. This helps to promote children's safety and welfare.
- The childminder has a good understanding of what stage of development children are at in their learning. She incorporates what children need to learn next into her activity planning. For example, the childminder encourages the use of one-handed tools, such as small hammers to break ice to release cubes. This supports children to develop their small motor muscles. Children extend this activity themselves by using their hand-to-eye coordination to fit the cubes together. Overall, the childminder follows the children's emerging interests, as she supports children in exploring capacity by filling and emptying jugs. However, on occasions, the childminder interrupts children when they are highly engaged and encourages them to move on to other activities, which they are less interested in.
- Children play and learn in a language-rich environment. They gain excellent confidence in their communication skills. The childminder talks and listens to the

children about what they are doing. Young children demonstrate strong language skills. They tell visitors 'Daddy is at work'. Children confidently join in singing familiar songs and enjoy doing the associated actions.

- The childminder is a positive role model and she has high behavioural expectations of even the youngest of children. When younger children ask to leave their high chair after lunch, the childminder encourages them to use good manners. She reminds children by asking, 'what do you say?', children respond by saying, 'please leave the table?'
- The childminder ensures children have regular exercise and daily fresh air. The garden is well resourced and enticing for children to play, explore and develop. Children impress the childminder as they demonstrate their developing skills of going forwards, backwards and round and round in the wheeled car. The childminder's encouragement supports children to develop in confidence, and practise their newly acquired physical skills.
- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, before the COVID-19 pandemic, she would take the children to the library to choose new books to read with their parents. While these visits have not been possible, the childminder has created her own book lending library for children. This helps to support children's love of books and further promotes their early literacy skills.
- Partnerships with parents are very good. Generations of families return with their own children to be cared for. The childminder shares comprehensive daily information with parents and provides them with regular progress reports of their children's development. Parents written comments are all highly complimentary about the childminder, they say their children are thriving since attending the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection procedures and who to contact if concerned about a child's welfare. She maintains her home well and ensures it is clean and safe for children. The childminder has systems in place to ensure that her premises are safe for children. For example, the two front doors always remain locked. This prevents children leaving the premises unsupervised. Furthermore, stair gates are in place to ensure children cannot go beyond certain points within the house. This contributes to children's ongoing safety and welfare. The childminder regularly reviews her policies to ensure they are up to date with current guidance.

What does the setting need to do to improve?

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

- strengthen opportunities for children to consolidate their own independent learning without interruption.

Setting details

Unique reference number	209168
Local authority	Lincolnshire
Inspection number	10114387
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1994 and lives in Pinchbeck, Lincolnshire. She operates all year round from 7.45am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 provider.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector conducted a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of written references from parents.
- Relevant documentation was available for inspection, including certificates, 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.

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