

Childminder report

Inspection date: 10 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 they are settled and at ease in the childminder's care. They have developed close relationships with the childminder and she gives them her undivided attention. Children confidently choose resources that interest them. For example, they ask for the pretend pizza. They talk through their creation with the childminder. They explain they have used, 'peppers, mushrooms and pepperoni' as toppings. Children practise their mathematical skills when playing with a pretend cake. The childminder challenges them to calculate how many candles they need to take off to represent their age of three. Children take one away from four and check they have three candles left.

Children show positive attitudes to learning. For instance, they spend a long time and thoroughly enjoy using their hands to manipulate dough. These sensory experiences help children to develop their physical dexterity in readiness for writing. Children gain good communication and language skills. They spontaneously sing songs and rhymes. Children confidently say dinosaur names, such as tetradactyl and triceratops. Parents report that they are extremely happy with the care their children receive. They say the childminder has been instrumental in preparing their children for school. Parents appreciate the daily updates and photos they receive from the childminder. Comments include, 'I truly feel I have found a hidden gem.'

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

- The childminder accesses nationwide online courses and local training to help develop her own knowledge and understanding of how children learn. Most recently the childminder says she has strengthened her parent partnership during the COVID-19 pandemic, with particular emphasis on providing learning for parents to share at home with their children. While networking with other local childminders, the childminder shares ideas and updates to help keep herself up to date with current legislation.
- The childminder is well organised and methodical. She ensures she does not over burden herself with excessive paperwork. This means the childminder has more time to concentrate on devoting her time to supporting children's development.
- The childminder provides children with a language-rich environment. She talks to the children about what they are doing. She supports children's developing language by repeating back everything they say and giving them many opportunities to talk. This helps children to become highly articulate and confident speakers.
- The childminder follows the children's interests when playing alongside them. Through thorough assessments, she identifies what children know and need to

learn next. However, she occasionally does not always follow through her aims. One example of this is when children's next steps are to learn new shapes and concepts. The childminder occasionally does not introduce new shapes when they identify those they already know.

- The childminder is a good role model and gently encourages the children to be polite, such as by asking them 'what's the magic word'. Children reply, 'please'. When children retrieve a pretend cake from the inspector they say, 'thank you'. This demonstrates good social skills.
- Lunchtime is a sociable time when the childminder and children sit together and talk. This is a relaxed time when children are not being rushed or pressurised. The childminder encourages children to complete tasks on their own, such as to peel their own satsuma. This helps to develop their perseverance skills.
- The childminder provides children with opportunities to be outdoors, where they use a range of challenging climbing equipment. Children skilfully manage the climbing wall and slide down the other side. This helps to promote children's physical development.
- The childminder has high expectations of children's independence. She encourages young children to put on their own coats and shoes before they go outside. She affords children privacy when they independently manage their own self-care needs. Children wash and dry their hands after using the bathroom. The childminder awards a sticker for their efforts. This helps to promote children's self-esteem.
- The childminder uses the local environment and community to provide new experiences for children. For example, they regularly visit the local toddler groups, farms and the library. This helps children to socialise with others and have opportunities to broaden their horizons beyond home and the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators when a child needs help and is aware of the relevant agencies to contact for guidance or for making a referral to. She has completed relevant training to secure her knowledge and understanding of her safeguarding role and responsibilities. The childminder is clear on what to do if there are any safeguarding allegations made about any of her household members. She ensures her home is safe and secure and she is vigilant in her supervision of children. The childminder has a range of policies and procedures in place to support the management of her setting.

What does the setting need to do to improve?

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

- strengthen teaching to build more on what children already know during adult-led activities.

Setting details

Unique reference number	209177
Local authority	Lincolnshire
Inspection number	10114388
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	7
Date of previous inspection	13 January 2014

Information about this early years setting

The childminder registered in 1998 and lives in Spalding, Lincolnshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a level 5 childcare qualification.

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 carried out 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 parent's written references.
- Relevant documentation was available for inspection, including suitability checks, qualifications as well as 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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