

Childminder report

Inspection date:

17 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder builds positive relationships with children and their families. She gathers information and photos from families that she uses to create individual photo albums for the children. The childminder then uses these with children to help them settle and feel a sense of security. The childminder takes the time to greet each child individually and ask how they are. Consequently, all children feel comfortable and confident. Children quickly engage with the activities that have been purposefully set out by the childminder. Young children learn about their emotions as the childminder supports them during imaginative play. For example, the childminder helps children to understand empathy and kindness as they share and act out scenarios with dolls and pushchairs.

From an extremely young age, children are supported to gain an understanding of how to keep themselves safe. For example, as children explore sand, they recall previous learning and recognise when they spill sand on the floor that this is a potential risk of slipping and falling. The childminder expands on children's thinking skills as she asks them what they could use to clear the sand away. Children are quick to respond, stating that they could use a vacuum cleaner or a brush.

Children develop exceptionally strong communication and language skills. They enthusiastically join in singing familiar songs. The childminder furthers the children's engagement as she asks them to select the song they would like to sing next. She encourages children to find props and resources that link to the rhymes, to extend the songs that they sing. For example, children run to collect dinosaur figures before they stomp around the room in time to a song about a dinosaur.

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

- The childminder gathers daily information from parents about what children have been doing at home. She uses this information to further complement and extend children's experiences. For example, children learn to help and support their local community as they visit, contribute to and donate food to a local food bank.
- The childminder has devised an ambitious curriculum to help children to develop new skills and revisit previous learning. Children demonstrate their understanding of personal hygiene and the skills they have previously learned. For example, as they pretend to cook dinner, they stop and pause, running to the pretend sink to wash their hands before they remove the food from the oven.
- Young children develop the highest levels of independence and know the childminder's routines extremely well. When the childminder mentions 'nappy time', the youngest children promptly take themselves to where they have their

nappies changed and begin to get their belongings ready. During snack time, children learn to use knives to chop their own fruit. The childminder encourages them to steady the fruit with one hand and hold the handle firmly before pressing down to cut. Children show what they have previously learned as they turn the fruit over with the flat side facing down before continuing to chop.

- The childminder has an expert understanding of how to support children's learning, and continually builds on what children know and can do. Children are curious and inquisitive. For example, they recognise the heart-shaped necklace the childminder is wearing. The childminder seizes this opportunity to teach children. She points out that her necklace has a fingerprint engraved on it. She talks to children about fingerprints and how every fingerprint is unique to an individual. The childminder uses the shape of her necklace to introduce a discussion about children's bodies and where their hearts are. Children eagerly search for a stethoscope and take turns to listen to their hearts beating.
- The childminder skilfully introduces new learning and helps children to embed information that she has already shared. She encourages children to recall where bananas grow and where milk comes from. Children confidently recall that bananas grow in hot countries on trees. The childminder talks to them about how cows produce milk and the process the milk goes through before it gets to the fridge. Children listen with interest, gasp and look at each other in amazement.
- The childminder is enthusiastic about self-development. She strengthens her expertise by joining fortnightly online webinars, where she gains ideas to help improve outcomes for children. Recent training has helped her to develop the support she provides for children's communication and language. Parents have also benefited from the childminder sharing this newly acquired knowledge to support children's language skills at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2670419
Local authority	Lincolnshire
Inspection number	10337207
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bourne, Lincolnshire. She operates her childminding service all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

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 childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector engaged with children at appropriate times during the inspection.
- Parents shared their views of the childminder with the inspector.
- 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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