

Childminder report

Inspection date:

21 November 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

Children settle very quickly into the childminder's care. They show strong bonds with the childminder as they bounce through the door to greet her. This is because, prior to children starting, the childminder gathers pertinent information about children's interests that helps her to provide highly engaging activities for them. For example, when children like bears, she reads them stories about bears and introduces this interest into children's play to ignite their imagination. Children actively embrace this and pretend pine cones are bears and play contently with them.

Children show awe and wonder when the childminder takes them to explore the natural world. They use their own adventure packs, that include foraging bags, that the childminder has created for them. Children are asked to collect natural resources to take back to the childminder's house. The childminder uses the items children find to enhance their play. Children are excited and show sustained high levels of concentration and imagination when they use sticks and feathers to construct nests for an imaginary baby owl. Children build on their vocabulary as the childminder encourages them to describe what they are doing. The childminder holds meaningful conversations with them and sets problems for children to solve and introduces ideas for them to consider when they are creative. Children share, 'I'm making a bowl-shaped nest,' demonstrating how they use the words they have learned as they play.

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

- The childminder is highly effective at providing experiences for children to practise new skills. For example, children learn how to make pretend worms using play dough, moulding the dough in their hands. The childminder then skilfully extends and builds on their success, giving children the experience of making and moulding bread dough to make breadsticks that contain different flavours. Children use the same techniques they used while rolling the play dough to help to consolidate the skill. Children later enjoy their breadsticks for their snack.
- The childminder uses every opportunity during children's play and routines to boost their progress in learning. For example, at snack time children are asked to count and compare the size of the food they eat when their next steps in learning are linked to this mathematical knowledge. When children follow the childminder's instructions to tidy away toys, she asks them to share, promoting positive behaviour that also supports some children's individual next steps in learning.
- Children benefit from a language-rich environment. The childminder never misses an opportunity to encourage children to comment, question and

communicate as they play. The childminder grasps any sparks of curiosity they have, supporting their communication skills effectively. She skilfully builds on children's prior knowledge, supports their thinking skills and introduces new words, such as hibernation, to help children to build a varied vocabulary. This contributes to children having strong foundations in important skills for the future.

- The childminder has completed level 3 forest school training. The knowledge she gained from this qualification enables her to greatly enhance children's understanding of nature and the world we live in. This also includes enabling children to identify and manage risks as they use tools and learn how to cook safely on an open fire. Children use tools carefully to peel bark off sticks, supporting the development of their hands, arms and wrists in readiness for writing. They share their knowledge with visitors of how to identify potential risks when they are near a fire.
- The childminder ensures that children understand her behavioural expectations. She uses books and stories about dinosaurs to help children to understand how to use 'kind hands'. She explains the impact the dinosaur's behaviour can have on others in the story. To check that children understand the messages she reads, she asks them age-appropriate questions to test their memory. Children take great pride in having responsibility for carrying out tasks. They know the childminder's high expectations for their behaviour, which are embedded in routines and daily tasks. For example, children proudly say, 'I filled the water bottles,' when they complete this task.
- Children learn about people in the community through first-hand experiences when they are on outings with the childminder. The childminder encourages children to greet and treat people they see in the street with respect. Children hold conversations with police officers and refuse workers. The childminder uses these encounters to build on children's knowledge of different occupations. She develops the learning, for example, as children go on to learn about recycling and reusing resources and the impact this has on the wider world in protecting the planet.
- Parents say that they feel that the childminder goes above and beyond in supporting their children's care and learning. They report that settling-in procedures are personalised to each child and that their children have grown in confidence since starting.

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	2758752
Local authority	Lincolnshire
Inspection number	10349669
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Lincoln. She operates all year round, from 8am until 5pm, Monday to Thursday, except for family holidays. The childminder holds a childcare qualification at level 3. The childminder offers places to children in receipt of government funding.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024