

Childminder report

Inspection date: 22 February 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and become highly confident learners under the care of the passionate and kind childminder. They confidently greet visitors and are keen to share their learning with them. The childminder's ambitious curriculum is carefully planned with a clear intent behind all activities to ensure children make excellent progress. Following the children's interests, she sparks children's curiosity as they explore how magnets work. Children demonstrate a can-do attitude as they are eager to help each other find different materials to test out their ideas. Together, they celebrate and praise each other when the magnet sticks, showing deep levels of engagement. This has a positive impact on children's self-esteem and confidence.

The childminder values and supports children to be individuals. Through her carefully skilled interactions, she embraces children's personalities and characters, enabling them to be unique individuals. As a result, children feel valued and important. This enables children to be confident learners and have a positive impact on others around them. For example, during a play dough activity, children excitedly show their friends patterns they have created with a pinecone and offer them the pinecone to have a go themselves.

The childminder creates a calm and unhurried environment. She is an excellent role model, and children are captivated by her. Children are polite. For instance, they say 'please' and 'thank you', use each other's names, ask questions, and take turns consistently.

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

- The childminder knows the children and understands their interests extremely well. She gathers information from parents regarding children's starting points. This helps her to plan activities to engage children in their play. She observes children's play and learning to help her monitor their progress in a safe and stimulating environment. Through her skilful interactions, she expands on children's learning. For example, as children fit number shapes into a puzzle board, the childminder cleverly introduces new knowledge as she talks about the shapes. She models counting the corners and sides, extending the children's mathematical learning.
- The childminder has exceptional skills for teaching the children new vocabulary. During a play dough activity, she introduces children to new words. She presents the written word and clearly explains the meaning. Children flourish as they start to use new words independently and understand the meaning. As a result, children are broadening their vocabulary.
- The childminder supports children to develop a love for learning. Daily tasks

such as tidying up and washing their hands are filled with rich learning opportunities. Children engage in games of 'Simon Says' as they follow instructions and develop their listening skills. They are eager to join in and persevere during activities. The childminder regularly offers meaningful praise for their achievements and positive behaviour, which motivates further independent learning.

- Mealtimes are a pleasurable experience as the childminder sits and socialises with the children as they eat. Her high-quality interactions spark children's interests and encourage them to join in conversations and learn about healthy foods. As the childminder recognises a child's peppers look 'red and juicy', another child starts to talk about his strawberries. Children learn to become independent as they persevere at opening packets and peeling back the lid to their yoghurt.
- Partnerships with parents are highly effective. The childminder accurately completes progress checks when children are aged between two and three years old and shares this information with parents. She communicates verbally and through an online app to meet the engagement needs of parents, providing them with detailed updates regarding the children's day. Parents feel their children's learning and development are well supported in this home-from-home environment. This partnership working has a positive impact on children making excellent progress.
- The childminder is committed to continually extending her skills. She frequently completes online training courses and takes on feedback from parents. This enables her to review her practice regularly and ensures that children receive high-quality care and consistent learning experiences.

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	EY259406
Local authority	Lincolnshire
Inspection number	10308140
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 9
Total number of places	
Number of children on roll	16
Date of previous inspection	13 March 2018

Information about this early years setting

The childminder registered in 2003 and lives in Lincoln. She operates Monday to Friday, from 6.30am to 5pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder is registered to work with an assistant.

Information about this inspection

Inspector
Kate Francis

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 the organisation of the early years provision, including the aims and rationale for the curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a joint observation.
- The inspector read written reviews and statements from parents to gain their views of the childminder's setting.

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