

Childminder report

Inspection date: 18 May 2023

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

The provision is good

Children appear happy and contented in the well-organised childminder's home. The childminder has a fun and nurturing approach, which helps children feel confident to greet and interact warmly with visitors. The childminder's organisation of the environment offers the opportunity for children to be motivated to learn and to move freely and access the toys and equipment offered. They confidently access the resources and become deeply involved in their play. The childminder takes the lead from the children, and she instinctively knows when to let them lead their play and when to interact with them. For example, the childminder introduces bubbles and weaves simple mathematical concepts into dialogue, such as 'small' and 'big'. Children's laughter is infectious as they chase and pop bubbles.

Children play harmoniously together and, overall, share and take turns well. When minor disagreements take place, the childminder acts as a strong role model for children. She explains and shows them how to take turns with resources. Children benefit from a curriculum that reflects their interests and focuses on them having fun. The childminder carefully sequences what she wants children to learn so that they build on their skills and knowledge for future learning and development. She has high expectations of children being independent and having a go at doing things for themselves. This helps children to reach their potential.

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

- The childminder has many years of experience. She carries out online training to consolidate her knowledge. For example, the childminder accessed a mathematics course to reinforce good practice. However, she does not routinely consult parents and children to evaluate her service, to identify minor gaps in her practice.
- The childminder supports children's communication and language development well. She listens to children as they talk to her and carefully introduces the correct pronunciation of words. For example, when children say, 'Look air-pane', the childminder replies, 'It is an aeroplane'.
- The childminder has a good knowledge of child development. She carefully monitors and assesses each child's progress. As a consequence, she focuses her curriculum on individual children's needs and what they need to learn next. This means she is effective in supporting children to achieve the best possible outcomes.
- Children develop a love for books and stories. They repeatedly bring books to the childminder for her to read to them. The childminder reads in an animated style, helping to engage children and making story time an enjoyable experience. Children show super early literacy skills; they consistently add the missing words to sentences as the childminder pauses as she reads.

- The childminder always promotes children's good behaviour. She reminds children of her expectations. When young children spontaneously say please and thank you, the childminder thanks them for their good manners. On the rare occasion when children forget to say thank you, the childminder offers gentle reminders. The children are learning to behave well.
- The childminder encourages the children to access fresh air daily and provides resources that promote children's physical skills. For example, children confidently climb and slide on equipment in the garden. Furthermore, they master the skill of propelling themselves, using their feet, when riding in wheeled toys. Children are free to move around inquisitively in the large, secure garden.
- The childminder introduces dentistry and oral hygiene resources. Children thoroughly enjoy using toothpaste and toothbrushes to clean the pretend sets of teeth. The childminder seizes this opportunity to talk to the children about their oral health routines.
- The childminder provides a variety of opportunities for children to have first-hand experiences of their local community. For instance, she takes them to a local castle and grounds, where they explore and learn about nature. The childminder regularly meets with other childminders and attends playgroups, where children socialise in larger groups and build relationships with different children. Children learn vital skills to support them to become part of modern society.
- Parents are delighted with the childminder's service. They comment on the milestones their children have met and say this is down to the incredible care, guidance and knowledge of the childminder. Parents feel involved and well informed about their child's day. This contributes to a united approach to children's learning and development between home and the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure level of safeguarding knowledge and understanding. She is confident in her knowledge of the signs and symptoms of abuse and her role in helping to protect children from harm. The childminder has devised a safeguarding wall of information, so she has an at-a-glance reference guide for all safeguarding issues, including phone numbers of the relevant authority to call if she has a concern. Since the last inspection, the childminder has revised her risk assessment policy for supervising children. For example, if one child needs to go indoors to the toilet, then all the children and the childminder go indoors. This means children are supervised at all times, and it contributes to children's safety and welfare.

What does the setting need to do to improve?

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

- consult with parents and children regularly to seek feedback, to help reflect on practice and identify and address minor gaps.

Setting details

Unique reference number	EY428616
Local authority	Lincolnshire
Inspection number	10285464
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2011 and lives in Bourne, Lincolnshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector took account of parents' written views of the childminder.
- The inspector checked evidence of the childminder having completed a paediatric first-aid qualification.

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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