

# Childminder report

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Inspection date:

24 September 2019

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children enjoy the time they spend with the childminder and their friends. They are warmly welcomed by the caring childminder and made to feel at home. Children confidently choose which toys they would like to play with. The childminder involves children in making decisions. She asks them what activities they would like to take part in, and she respects and values their choices and ideas. Children are encouraged to be independent and to have a go at things for themselves. Older children help younger children with tricky tasks. The childminder is always close by to offer support when needed and to ensure children are safe. Children's behaviour is excellent. They are kind to one another and show respect and consideration for the childminder and their friends. Children learn good manners and how to communicate positively and effectively from the childminder, who is a good role model to them. The childminder has high expectations for all children. She works closely in partnership with parents to set challenging goals for each child's learning and development. The childminder knows children very well and is sensitive to their individual needs. She provides a good range of activities and experiences that are tailored to each child's interests and development needs.

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

- All children, including those in receipt of funding and those who speak English as an additional language, make good progress in their learning and development. The childminder is a good teacher. She knows the children and families she provides care for very well. The childminder uses her knowledge to broaden children's experiences. For example, she takes children on outings to the shops and to car boot sales. Children benefit from these experiences as they meet a wide range of different people and learn about money and decision-making.
- Children's personal, social and emotional development is fostered very well. They receive constant praise and encouragement from the childminder for their achievements and good behaviour. When children tell the childminder they have achieved a task that she has set for them, she responds with a 'high five' and children beam with pride. Their self-esteem is boosted, which gives them the confidence to try new things. Children play harmoniously together. They resolve any minor disputes with the childminder's support, learning to take turns and share with one another.
- The childminder accurately reflects on her practice and identifies areas for continuous professional development. She regularly communicates with her childminder colleagues and makes effective use of online childminding forums to help keep her and her assistant up to date with current early years practice.
- Children display positive attitudes to learning. They are keen to ask questions to find out more about what they are learning. The childminder generally facilitates these conversations well. However, on occasions, she does not encourage

children to think more in-depth and formulate their own ideas and concepts.

- The childminder is highly qualified and experienced. She uses her knowledge and skills to teach children appropriately and to support them to make good progress and to be ready for school. The childminder accurately assesses children's progress and uses her assessments to plan appropriate and challenging activities for each child to support their next steps in learning.
- The childminder supports children to develop their mathematical skills. Children learn to recognise and use numbers and colours in their everyday routines.
- Children's early literacy skills are supported well by the childminder. They enjoy listening to the childminder reading them traditional stories. Children sit comfortably with the childminder and anticipate when it will be their turn to hold up their props for the story. The childminder talks to the children about what is happening in the story and introduces different vocabulary. She reads in an animated way which holds children's attention. Children excitedly 'huff' and 'puff' as they pretend to be the wolf in the story.
- Parents speak highly of the childminder. They comment that their children make good progress and have increased in confidence since being in the childminder's care. Parents say that the childminder is 'brilliant' and 'caring'.
- Children's good health is promoted well. They have daily access to fresh air and exercise outside in the childminder's garden and when they go out and about. The childminder promotes good hygiene practices. Older children know to wash their hands before eating and after using the toilet. Younger children are encouraged to wipe their hands and faces to keep clean.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible signs and symptoms of abuse and neglect. She knows the action she must take if she has any concerns about a child in her care. The childminder keeps her safeguarding knowledge up to date by completing regular training and conducting her own research. She ensures her home is free from hazards and she is vigilant in her supervision of children to keep them safe.

## What does the setting need to do to improve?

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

- consider how to give children more opportunities to explore their questions in greater depth and come up with their own ideas and concepts, to increase what they are learning and develop their thinking skills further.

## Setting details

<b>Unique reference number</b>	257452
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10119810
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 March 2013

## Information about this early years setting

The childminder registered in 1995 and lives in Spalding, Lincolnshire. She operates from 7am to 5.30pm Monday to Thursday and from 7am to 9am on Friday, during school term time. She also offers care from 7am to 5.30pm Monday to Friday during school holidays, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She works with an assistant on an occasional basis. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Johnson

### Inspection activities

- The inspector viewed all areas of the home used by children.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder, her assistant and children during the inspection. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to parents and viewed written feedback from other parents to take 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.

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