

Childminder report

Inspection date: 7 October 2019

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

What is it like to attend this early years setting?

The provision is good

All children are offered a warm welcome by the caring childminder. She gets to know the children and their families very well, which enables her to offer care which is tailored to each child's individual needs. Children share close bonds with the childminder. She cuddles them when they become upset due to a disagreement with their friends or when they have a minor accident. Children are quickly soothed and return to playing happily. The childminder is sensitive to babies' individual routines. She knows when they are tired and settles them to sleep with ease. When babies wake up from their naps, the childminder holds them close to reassure them until they are fully awake. Children feel safe and secure. All children make good progress because the childminder is a good teacher who makes learning fun and interesting. They have choice in their play and this supports their learning well. The childminder is very proud of the children. She has high expectations of them and herself, and praises children highly for their good behaviour and achievements. Children respond very well to this praise. They are proud of themselves and eagerly share their accomplishments with visitors. Children are very confident and their self-esteem is constantly boosted by the childminder. They talk about all the exciting things they have done with her. Children speak confidently about their home lives. They enjoy spending time with the childminder and their friends.

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

- The childminder accurately assesses children's progress and plans activities based on their individual interests and development needs. Children benefit from a broad range of experiences. They learn how to care for animals when they help look after the guinea pigs. Children learn which foods are safe for guinea pigs to eat. They learn to ensure the hutch is secure after feeding the guinea pigs to keep them safe. The childminder ensures that all children have equal opportunities in their learning. Children are well prepared for when they start pre-school or school.
- Children show great care for one another and the childminder. They hold hands and give each other reminders to keep themselves safe. Children play together harmoniously for the vast majority of time. The childminder skilfully deflects any minor disputes in a calm and patient manner. She teaches children the importance of being kind to one another, using manners and sharing.
- Children's communication and language are promoted well. The childminder and children enjoy having pretend telephone conversations when role playing being at the hairdressers. Children confidently use their spoken language to book appointments. Babies babble and are included in the discussions.
- On the whole, the childminder promotes literacy well. Children use notepads to write lists during imaginative role play, which supports their early writing skills.

They access a wide selection of books and enjoy listening to the childminder reading stories to them. Children hear new words like 'rollercoaster', which supports their developing vocabulary. However, the childminder does not always fully consider the timing of her storytelling. This sometimes limits the opportunity for children to fully concentrate on the story.

- Children enjoy playing with the farm toys. They explore the feel, texture and smell of the 'mud' the childminder has made and use it in their imaginative play. Children squash the 'mud' into the grass and drive the tractors through it. They spend a long time at this activity and are engaged and interested.
- Parents speak highly of the childminder. They say that they appreciate the information she gives them and how welcome they are made to feel. Parents say that their children are very happy and settle quickly in the childminder's care.
- Children's independence and self-care skills are well supported by the childminder. She offers encouragement and praise to children as she sensitively supports them to learn to use the toilet.
- The childminder reflects on her practice and identifies areas for improvement. She is conscientious and hard-working. The childminder is well qualified and experienced and keeps herself up to date with early years practice by attending events, talking to her childminder colleagues and reading widely.
- Children develop their problem-solving, mathematical and physical skills as they explore pumpkins. The childminder and children work together to open the pumpkins as they are very firm. Children learn that tricky tasks can be solved with perseverance. They gasp and say 'wow' when they finally break into the pumpkins and see the different-sized seeds and colours.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and she is vigilant in her supervision of children. For example, she stays close to babies when they are learning to walk in case they fall down and to keep their fingers safe near doors. 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 reading and completing training.

What does the setting need to do to improve?

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

- consider ways to promote children's interest in books and reading even further, allowing them to fully concentrate, discuss and explore their ideas about what is happening in stories.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY546237 |
| Local authority | Lincolnshire |
| Inspection number | 10101441 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 9 |
| Total number of places | 4 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Witham St Hughs, Lincolnshire. She operates from 7am to 6pm, Monday to Friday, during school term time, except for family holidays. The childminder holds an appropriate early years qualification at level 5. She also holds early years professional status.

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 and children during the inspection. She reviewed relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents through written feedback provided.

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 2019