

Childminder report

Inspection date: 12 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are swiftly developing the skills and knowledge they need in order to learn and flourish. Each child's unique needs are comprehensively known by the childminder. She uses this knowledge to exactly tailor and consistently offer them stimulating play opportunities. Children benefit from the childminder's high expectations and the exciting curriculum she provides.

The children have established strong relationships with the childminder. They show very high levels of emotional well-being. For example, very shy children flourish in the exceptionally nurturing environment as the childminder focuses on one-on-one interactions. Children benefit from the passion the childminder shows for outdoor learning. They are excited to create faces on the trees from leaves and other items they find on their nature walks. Children know how to keep safe by only throwing things gently to one another.

Children enjoy playing with the childminder. They use a virtual assistant to request their favourite songs. Each child listens attentively to the music and words of the songs. They match their own dance moves and actions creatively. Children watch each other and relish copying the dance steps. The childminder keenly encourages team spirit and constantly helps children cooperate with one another. Children's behaviour is exemplary.

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

- Children thoroughly benefit from meaningful learning across all areas of the curriculum. The childminder accurately assesses what children need to learn. Working closely with parents and other agencies she identifies precise targets. This enables children to build on what they know, and it skilfully extends their knowledge. All children make excellent progress, including those with special educational needs and/or disabilities. Parents hold the childminder in high esteem. They report that they greatly appreciate her excellent communication and feel their children thrive in her care. The childminder also supports parents to help children with learning and development at home so they can achieve the best possible outcomes for them.
- The children are fascinated as the childminder reads a story that is familiar to them all. She explains the title and children discuss the pictures on the cover to help them comprehend further. Extremely young children are keen to answer open questions posed to them. Children develop excellent early reading skills. The childminder has researched this area and skilfully supports them. Young children capably name letters and sounds. They confidently combine letters and correctly state the new sounds. Some pre-school children can read.
- Children's language skills are supported by sign language and gestures. The

childminder narrows choices for children who are overwhelmed by too many options at once. She always ensures that they have an active voice. This expertly supports children to develop their confidence, speech and language as part of the routines and opportunities offered throughout the day.

- Children make excellent progress in mathematics as the result of effective support. For example, they explore patterns as they stamp in sand with their feet. They compare the different patterns their footwear has left, such as lines and horizontal stripes.
- The childminder shows great enthusiasm for her work and an untiring commitment to developing her practice. She is meticulous in her self-evaluation to ensure that her practice and provision are of the highest standard. She specifically completes training to build upon her professional knowledge and ability to support and challenge children's learning. For example, she has learned sign language and the same new phonics schemes as the local school.
- Children become independent from a very young age. The childminder teaches them enjoyable ways to put their coats on. She also makes small adaptations to clothing so that children can fasten their own shoes.
- The childminder possesses a comprehensive knowledge of how to engage children's interest and support them to keep trying when they encounter difficulties. Forest school activities provide all children with new experiences. They help the less confident children in creating, investigating and trying out new ways to make things work. This supports the children to have a go and learn that failures can lead to achievements, such as developing a team spirit when others come first or win.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge frequently. She has an excellent knowledge and understanding of safeguarding and child protection. She is confident to identify signs and symptoms which may indicate a child is at risk of harm, including wider safeguarding concerns such as the 'Prevent' duty. She understands her role and responsibility to safeguard children and knows who to contact if she has any concerns. The childminder risk assesses activities, including those outside, and takes effective action to minimise hazards. She works very effectively with a range of professionals to ensure that children's welfare is given the highest priority.

Setting details

Unique reference number	208739
Local authority	Lincolnshire
Inspection number	10114382
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 August 2014

Information about this early years setting

The childminder registered in 2000 and lives in Lincoln, Lincolnshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sharon Waterfall

Inspection activities

- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector conducted a learning walk and completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- 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 2020