

Childminder report

Inspection date: 3 May 2022

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

The provision is good

Children flourish in this welcoming and nurturing setting. They form strong and trusting relationships with the childminder, who greets them warmly and invites them to feel comfortable in her home. Children are kind and caring towards each other. For instance, young children gently stroke their friend's back when they are feeling a little unwell. Children engage happily in a range of activities. For instance, they show curiosity while playing in the outdoor 'creative corner'. Children enjoy exploring capacity as they fill and empty a variety of containers. They extend this activity themselves as they tip the water on the ground to create 'muddy puddles', which they carefully jump up and down in.

Children learn about the natural world. For example, they help to sow seeds and harvest plants in the childminder's allotment. Children learn first-hand about the life cycle of a frog as they show an interest in the changing tadpoles they have in the setting. They thrive on the childminder's high expectations of their literacy skills. Pre-school children turn their own stories into books and 'read' to their friends. They introduce familiar phrases, such as 'once upon a time' and 'fee, fi, fo, fum'. Toddlers choose their favourite book. They sit down, turn the pages and 'read' to themselves.

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

- The childminder is highly committed to her own professional development, which helps build positive outcomes for children. For example, she recently completed an early years degree. The childminder reports how this has helped her to understand how children learn and how important it is to include everyone, such as parents, to continually support outcomes for children.
- The childminder provides children with opportunities to practise their mathematical skills. For example, she encourages pre-school children to recognise the different shapes of rocks. The childminder supports toddlers to count from one to 20. Younger children explore different shapes. They use their problem-solving skills to fit puzzle pieces into a puzzle.
- The childminder assesses children's development and knows what they need to achieve next. She encourages skills that prepare them for the next stage in their learning. Young children are developing their speech. The childminder encourages pre-school children to develop their interest in making marks. However, in her quest to interact equally with the children of different ages, the childminder occasionally does not consistently challenge and extend their learning.
- The childminder sets boundaries for children's behaviour. She explains to them how to share toys. The childminder is a good role model. She is calm, gentle and treats children with genuine positive regard.

- The childminder places high priority on nurturing children's physical development. She ensures that they have access to outdoor experiences every day, whether that be exploring the wheeled toys energetically in the garden or going further afield to the local woods to explore and investigate. Children skilfully use a potato peeler to peel potatoes and carrots. The childminder encourages them to think about safety and how to hold the vegetables to avoid hurting their fingers.
- Since the COVID-19 pandemic, the childminder is mindful that children have had limited contact with their extended families and friends. As a result, since the easing of lockdown rules, she has invited family members into the setting to read to the children. This provides opportunities for children to have contact with their family members to help develop their social skills.
- The childminder uses questionnaires to gauge parents' satisfaction in her service. Recent questionnaires were returned with a resounding 'strongly agree' to all questions, indicating that parents are happy. A parent comments that their child has made 'phenomenal progress' since attending the childminder's setting.
- The childminder provides a language-rich environment, where children build and extend their vocabulary through discussions, songs and stories. Children sing to themselves at different times of the day. They make up their own songs about different objects they play with. Storytime is interactive and exciting as the childminder reads in an animated way, engaging the children. Children articulate themselves exceptionally well with visitors, inviting them to come and see the guinea pigs. Children make superb progress in communication and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her role in keeping children safe. She completes regular training to keep her knowledge of safeguarding up to date. The childminder has a clear understanding of the indicators of abuse and the procedures to follow if she is concerned about a child's welfare. This includes protecting children from extreme views. The childminder's premises are secure. For example, gates are bolted and the front door is locked when everyone is indoors. The childminder supervises children closely. She is vigilant in checking the home and garden to promote 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:

- focus more precisely on challenging and extending children's learning during play and activities.

Setting details

Unique reference number	EY403312
Local authority	Lincolnshire
Inspection number	10114439
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	6
Number of children on roll	11
Date of previous inspection	4 March 2014

Information about this early years setting

The childminder registered in 2010 and lives in South Witham, Lincolnshire. She operates all year round from 6.45am until 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years degree at level 6.

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 setting.
- The inspector looked around the areas of the setting available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written references and recent questionnaires from parents.
- The inspector looked at relevant documentation, including qualifications, policies and procedures.

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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