

Childminder report

Inspection date: 22 February 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 relaxed and happy. They have secure, trusting attachments with the childminder and confidently interact with visitors. Children tell visitors their names. They demonstrate their confidence when visitors try to guess their age and they pretend to be younger than they are. Children are caring and patient with their friends. When toddlers indicate they want a toy, pre-school children say, 'Here you go. You can have it,' and pass it to them. This is despite them only just getting it for themselves. Children show good social skills as they chase their younger friends, and, on catching them, they give them a gentle tickle.

Children play exceptionally well independently. They make up games and use their imagination in the role-play kitchen. Pre-school children joyfully sing a made-up tidy-up song as they put away their train track. Children show early literacy skills as they choose a book to share with the childminder. They turn the pages as the childminder points out and names different sea animals on the pages. Children thoroughly enjoy cooking activities. The childminder has confidence in children's abilities as she encourages older children to crack eggs and pour milk into a bowl. Children use good handling skills and whisk the pancake mixture. Younger children copy what they see. The childminder gives them a bowl, a small whisk and some mixture.

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

- The childminder enjoys extending her knowledge of working with children. She seeks out training to further enhance her knowledge and skills. For example, she completes training on promoting oral health. As a result of this training, the childminder sought out new cups recommended by dentists for children to use.
- The childminder has a strong understanding of what she wants children to learn in preparation for their future. She places a high emphasis on nurturing children's social skills and relationship-building. The childminder comments she wants the children to be polite and kind; this is reflected in her positive praise and encouragement for good manners and sharing.
- The childminder creates opportunities for children to explore mathematical concepts. For example, when preparing a snack, the childminder encourages older children to count how many pieces of fruit they need. She extends this learning by asking, 'What number comes after five?' This positively impacts children's understanding of numbers and counting.
- Overall, the childminder supports children to learn new words. She praises children for recognising and attempting to name animals, such as when they say 'hitopotomus'. The childminder subtly introduces the correct word as she says, 'Well done. It is a hippopotamus.' The childminder describes the complicated words children hear in a book. For example, she explains a shoal is a group of

fish. However, when the childminder encourages children to recall previous learning by asking questions, she jumps in too quickly and answers the question herself.

- The childminder ensures the children develop a healthy lifestyle. Children have fresh air daily when they walk to school to collect the older children. On the way to school, the childminder regularly stops off at the park for the children to develop their large muscles on the equipment. Children safely chase one another around the childminder's house. The childminder joins in and the children laugh out loud when she changes direction and catches them.
- Parent partnerships are strong. Parents speak highly of the childminder and comment on how supportive she is to them as families. They comment their children would not be where they are now without the help and support of the childminder. Further comments include, 'She is amazing,' and, 'She goes the extra mile.' Parents feel their children are making good progress in all areas of learning, especially in their confidence. Furthermore, the childminder has developed a strong relationship with the local early years teacher. She works closely with her to gather ideas for parents to encourage home learning.
- The childminder constantly reflects on the experiences children receive. She takes children into the local village to visit toddler groups and the park. She identifies that there is scope to enrich opportunities for children to learn further about the local community and beyond, such as by visiting museums and cafes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding and child protection. She understands the signs and symptoms of potential abuse, including radicalisation and children who may be witnesses to domestic abuse. The childminder knows who to contact to seek advice and how to raise and follow up on potential concerns. She completes relevant training to keep her knowledge up to date. The childminder understands her responsibilities regarding allegations against any adult within her home. The childminder has a paediatric first-aid qualification and knows how to respond to accidents and incidents. She ensures that her environment is safe and secure for children to play and learn.

What does the setting need to do to improve?

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

- develop skills when questioning children to make sure they have time to recall their previous learning.

Setting details

Unique reference number	EY423009
Local authority	Lincolnshire
Inspection number	10275689
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	27 July 2017

Information about this early years setting

The childminder registered in 2011 and lives in Thurlby, Lincolnshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, 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 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 and assessed the impact this has on children's learning.
- The inspector took account of written references from parents.
- Documentation was available for inspection, including a relevant 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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