

Childminder report

Inspection date:

9 November 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 have secure and trusting relationships with the childminder. She is kind and considerate of children's care needs and closely supports their well-being. For example, during nappy changing routines, the childminder talks and sings with the children. The childminder provides a wide range of resources and activities to support children's learning. Young children spend a long time exploring sensory toys. They take items out of bags and place them back in, and they manage the zips to close the bag. Older children thoroughly enjoy colouring pictures. They grip crayons and demonstrate great control as they make marks on paper. They strengthen their fine motor skills and hand-eye coordination, giving children skills to build upon when they move on to school.

The childminder places a high priority on developing children's communication and language skills. She talks to children, asks questions, and repeats their attempts at words. Children use language as they create storylines in their imaginary play using models of popular television characters. The childminder is a good role model and promotes good behaviour. She uses positive language and tells the children what she expects of them. For example, she says, 'We share,' reminding children how to behave in her care. The childminder encourages children to look after the environment. Even the youngest children show a very positive attitude and help to tidy away toys before lunch.

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

- The childminder makes links with other childminders to share ideas on best practice. She is committed to maintaining the quality of her provision. For example, she sends home questionnaires to parents to gather their opinion on her setting to help her reflect on the high-quality service she offers children and families. All the parents comment positively on the service they receive.
- The childminder knows the children well. She tracks the progress children make. She uses her child development knowledge and government guidance to work out what children need to learn next. This helps the childminder to identify and address any gaps in children's learning.
- The childminder promotes literacy skills well. Children have access to a variety of books and regularly take a book to the childminder for her to read to them. Young children relish the opportunity to touch and feel sensory books. As the childminder reads a favourite story about a kitchen disco, children repeat familiar words and dance when prompted.
- Children show they know more and remember more when they spontaneously count from one to three and one to five. The childminder consolidates this learning when she encourages the children to count one to five again. However, she does not always fully support children to build on what they already know.

- The childminder plans very child-centred activities based on children's interests. For example, the childminder recognises that the younger children enjoy exploring bracelets. She interacts with them as they play. However, occasionally, there are times when she does not give as much attention to younger children, such as when older or more confident children are dominant. One example of this is when older children listen to a story and younger children seek to play peekaboo and go a little unnoticed.
- Children develop their social skills, and all ages play harmoniously together. Older children hand younger children their water bottles at lunchtime. The childminder helps to raise children's self-esteem when, for example, she praises them for their kindness.
- The childminder takes children to local farm parks to extend the physical activities on offer to them. Children practise using their large muscles in the soft-play area and on the more challenging equipment in the park. Furthermore, they visit green areas to collect leaves, which they then use creatively to make pictures. Children recall these visits and talk about them with great joy, asking to go again.
- The childminder has made positive links with the local pre-school to share information about children who attend both settings. This helps to establish good continuity of care.
- Partnerships with parents are strong and promote continuity of care between home and the childminder's setting. Many children and families have remained with the childminder for some time. The childminder keeps parents well informed about their child's progress. She shares information through newsletters, written annual summaries and daily conversations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from harm. She knows the local referral procedures to follow if she has a concern about a child's welfare. The childminder accesses ongoing safeguarding training to keep her knowledge continuously updated. The childminder makes the most of opportunities to help children learn how to keep safe by assessing risks for themselves. For example, she explains the importance of them sitting on the chair when they are eating. The childminder's home is safe and secure. No one can enter uninvited, and children cannot leave unaccompanied.

What does the setting need to do to improve?

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

- extend learning opportunities for children so that they consistently build on what they already know and can do

- increase the attention given to younger children when more confident or older children are dominant during play.

Setting details

Unique reference number	208937
Local authority	Lincolnshire
Inspection number	10305271
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	15
Date of previous inspection	16 February 2018

Information about this early years setting

The childminder registered in 1997 and lives in Scothern, Lincolnshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-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 childminder and the inspector had a learning discussion together to talk about the childminder's intention for children's learning.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written views about the childminder's setting.

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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