

Childminder report

Inspection date: 5 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure when they are in the childminder's care. They happily enter her home when they return from taking older children to school. Children show positive relationships with the childminder. They confidently talk to her about their needs and wishes. Children behave well and share toys when they play alongside the childminder.

The childminder knows children well and supports them to make good progress in their development. She helps children to learn how to use objects. For example, when children play in sand, she shows them how to use a funnel. Children copy her and show good hand-to-eye coordination when they use a spade to scoop up sand to pour into the funnel. Children extend their play further when the childminder shows them how to make the sand wet, so they can make sandcastles. Children play with toy sea creatures in the sand and learn the names for them, such as a crab and seahorse. This helps to extend their vocabulary. Children learn new skills when they ride in toy cars in the garden. The childminder explains to children how they can move their feet by themselves to make toy car move. Children persevere and do this by themselves.

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

- The childminder encourages children to learn skills in preparation for future learning, such as listening and following instructions. For example, when the childminder reads children a story, she uses expression in her voice to capture children's interest. She asks children to find toy objects that are shown in the book, encouraging them to take part in telling the story.
- The childminder encourages children to develop their own rules and boundaries in her home. She praises children's achievements, helping to raise their self-esteem. For example, when children are excited to stick paper shapes onto paper, she says 'well done'.
- Partnership with parents are good. The childminder shares information with them about children's achievements. She encourages children to bring toys from home to play with in her setting. Children take home toys, such as a puzzles, to encourage parents to extend what children are learning when they are with the childminder. This helps children to make connections between their learning at home and when they are at the setting.
- The childminder places a strong focus on encouraging children to be independent. For example, children wash their hands prior to eating, promoting good hand hygiene routines. They use knives safely to cut up fruit for their snack. The childminder reminds children to take their plate to the kitchen when they have finished.
- The childminder encourages children to develop their understanding of shape

and size. For example, she asks them to recognise shapes they use in craft activities, such as a circle. The childminder asks children to compare the size of a toy caterpillar in the story 'The Very Hungry Caterpillar' before and after it has eaten food. Children say that the small caterpillar is the 'baby one'. However, sometimes, the childminder does not support children to develop their understanding of numbers and how to count groups of objects.

- The childminder provides opportunities for children to develop their social skills. For example, she takes them to meet other childminders and their minded children. This encourages children to share toys and to build friendships with children they will move on to school with.
- The childminder has found some opportunities to extend her professional development. She completes relevant training courses to develop her understanding of how to promote children's safety. The childminder researches information on the internet to help her to provide planned activities for children. However, she has not identified how to further her knowledge of how to help her to support the individual learning needs of the children in her care.
- Parents and children comment positively about the childminder. Parents say that she is trustworthy, very flexible, professional and fantastic with the children in her care. Older, school-age children comment that they like going to the childminder's because they like doing crafts and have time to play with their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a first-aid qualification that ensures her knowledge is current. She has a first-aid box in her home and takes one on outings. This gives her the knowledge and equipment to act appropriately in the event of an emergency. The childminder helps children to learn about how they can keep themselves safe. For example, she talks to them about stranger danger, road safety and how to behave when they see dogs they do not know. The childminder understands her responsibility to safeguard children. She can identify the signs and symptoms of abuse and knows where to report her concerns. This helps to keep children safe.

What does the setting need to do to improve?

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

- support children to extend their knowledge of numbers and how to count groups of objects
- strengthen professional development to help increase knowledge of how to support children's individual learning needs.

Setting details

Unique reference number	257467
Local authority	Lincolnshire
Inspection number	10231710
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	3 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2001 and lives in Nettleham, Lincolnshire. She operates during school term time from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents and older children was reviewed by the inspector, who took account of their views.

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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