

# Childminder report

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Inspection date: 3 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and confident to separate from their parents when they arrive at the childminder's home. Children learn how to share. For example, when they play with toy cars, the childminder's assistant explains when it is their turn to release a car down a toy garage ramp. Children show that they feel safe and secure in the childminder's care. Routines from home are followed regarding sleep times. Children benefit from the childminder's knowledge of how they like to sleep. They have their own sleep mats and blankets, which promotes good hygiene. Children are gently rocked, if necessary, to offer them comfort before they fall asleep.

Children show excitement when they are physically active. They show rhythm when they move their bodies to music. Children point to different parts of their bodies and shake their hands to the left and right. They receive praise for their achievements. For example, when younger children take a few steps on their own, the childminder claps her hands. Children are keen to join planned activities and say that they are 'fun'. They are supported to extend their understanding of numbers and counting. For example, older children are asked to identify how many scoops of cornflour they need to add to a tray. When they do this incorrectly, the childminder counts, using her fingers to give children a visual prompt.

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

- The childminder invites teachers from schools to visit the children in her home before they start attending school. This helps children to interact with their teachers and to become familiar with the person who will be caring for them. The childminder shares information with teachers about children's abilities and progress. This helps to promote consistency in their learning and development.
- The childminder reflects on the activities and resources she offers children. New equipment, such as magnetic blocks, has been purchased because she is aware that children enjoy playing with these at home. Children follow their interests and use their imagination when they build and construct. This helps children to make links between home and the childminder's setting.
- The childminder plans opportunities for children to take part in fire drills in her home. This helps them to understand how to evacuate the home safely in the event of a fire. However, during other planned experiences, the learning intentions for children are not supported. For example, when the childminder's assistant asks older children to use safety knives to cut up fruit, she does not help them to understand why they need to use the equipment safely.
- The childminder attends webinars and online training to help extend her professional development. Recent training has increased her knowledge of how to support children's understanding of words, particularly for younger children.

For example, she uses words as well as sign language, such as for drink, eat, sleep and finish.

- The childminder encourages children to be heard in her setting. This is particularly beneficial for children who struggle to verbalise their thoughts. For example, the childminder gives children a choice of two aprons to wear for messy play activities. Children point to which one they would like to wear. The childminder praises children for making a choice.
- Overall, children are supported to learn skills for the future. For example, children follow instructions when they mix flour and water to make gloop. However, occasionally, the childminder does not fully give children opportunities to solve problems in their play. For example, when children say that a toy car is stuck in the gloop, she tells them that they will need a train to get it unstuck. This does not encourage children to think of solutions to problems themselves.
- The childminder uses a curriculum that focuses on children learning through play. She supports children to develop their communication and language skills. For example, she talks to children when she plays alongside them. The childminder introduces describing words, such as 'drip' and 'wet' when children play with liquids. This helps to extend their vocabulary.
- The childminder ensures that children follow good hand hygiene routines. She uses a timer to encourage children to wash their hands for a set number of seconds. This helps to ensure that they wash them thoroughly.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to safeguard children. They are aware of the signs that could suggest children are at risk of harm, including from radicalisation and female genital mutilation. They use a flow chart to identify clearly how and where to report concerns about children's welfare, to promote their safety. The childminder completes risk assessments in the home to help reduce any identified risks. Safety gates are used at the entrance to some rooms to stop children from accessing these areas on their own, especially the kitchen. 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 assistants with the delivery of activities to include all identified learning intentions for children
- build on the support children receive to encourage them to solve problems in their play.

## Setting details

<b>Unique reference number</b>	EY460858
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10236134
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Lincoln, Lincolnshire. She operates all year round from 8am until 6pm, Monday to Friday, except for two weeks at Christmas and bank holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and works with assistants and a co-childminder.

## Information about this inspection

**Inspector**  
Hayley Ruane

## 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 childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documents and evidence of the suitability of persons living in the household.
- Feedback from parents 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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