

# Childminder report

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Inspection date: 10 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 feel safe and secure in the care of the friendly childminder and her assistant. Children appear happy and content. They enjoy the cuddles they receive from the childminder and return affection as they wrap their arms tightly around her. Children are supported to learn a range of new vocabulary as the childminder and her assistant comment on what they are doing. For example, as children make an imprint of a toy insect in the play dough, the childminder says, 'You've made a fossil.'

Children enjoy interesting and well-organised activities which help them develop an understanding of the world around them. For example, they become engrossed as they explore autumn-themed activities. They investigate using the leaves and twigs they collect on the morning walk to school. Children develop their creativity and use their imaginative skills as they make leaves out of play dough and add these to sticks to create trees. Children are confident to follow daily routines. They listen carefully as the childminder and her assistant speak to them, and respond positively to instructions. For example, younger children eagerly help to tidy away resources. This helps them to understand how to look after their environment.

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

- The childminder and her assistant promote children's mathematical skills. They encourage children to confidently count the legs they see on a pretend spider. Children are encouraged to recognise colours of items they play with.
- The curriculum is designed to follow children's next steps and develop their skills across the seven areas of learning. The childminder provides resources and activities to meet the needs of the children, taking their individual interests into account. Children show high levels of concentration and a positive attitude to learning. For example, younger children enjoy role play. They recall their real-life experiences as they carefully hold dolls and pat their backs gently.
- The childminder supports children's growing independence. For example, she encourages younger children to open their own food packages and use cups without lids at lunchtime. This helps to prepare them for the next stage in their learning.
- Occasionally, during group activities, the childminder and her assistant do not divide their attention evenly. They tend to focus on the children who are sitting closest to them and provide less support for children who sit further away.
- The childminder ensures children have access to age-appropriate books. Children show an interest in exploring these books independently. The childminder promotes children's literacy skills and a love of reading by providing them with opportunities to hear stories read aloud. The assistant reads a popular book in an exciting and engaging manner. This helps children to become

thoroughly immersed in the story.

- The childminder establishes effective partnerships with other settings children also attend. She regularly exchanges information about their developmental needs to help promote consistency in their care and learning.
- The childminder and her assistant involve children in exciting rhyme-time sessions. The children take it in turns to choose a song. They explore musical instruments and sing along while joining in the actions to the song.
- The childminder plans daily outings to support children's social skills. Children benefit from regular visits to the local children's centre for song, rhyme and dance sessions. This enables children to interact with other children and different adults. Children also visit the local park, which helps them to expand their physical skills.
- Parents appreciate the ongoing online communication from the childminder and feel informed about their child's development. They comment that the environment is full of love, care and fun. Parents state that they attribute their child's progress, such as their speaking skills, to the childminder's interactions and good teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the signs and symptoms of abuse, including the risk of extremist views. They know the action to take should they have any concerns about a child's welfare. The childminder knows what action to take if an allegation is made against her or a member of her household. The childminder regularly refreshes her knowledge of safeguarding and checks that her assistant's knowledge remains up to date. The childminder's home is extremely clean and well maintained. The childminder ensures the safe collection of children; she does not allow them to leave with anyone not known to her.

## What does the setting need to do to improve?

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

- review the organisation of activities to ensure that all children receive the support and attention they need to achieve as much as they can.

## Setting details

<b>Unique reference number</b>	EY440837
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10233398
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Crowland, 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 two-, three- and four-year-old children. She works alongside an assistant. The childminder holds a level 3 qualification in early years childcare and education.

## 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 looked around the areas of the home available to children.
- The inspector held discussions with the childminder, her assistant 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 assessed the impact this has on children's learning.
- The inspector took account of written references from parents.
- Relevant documentation was available for inspection, including suitability checks and evidence of completing a 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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