

# Childminder report

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Inspection date: 11 January 2023

<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 show that they feel safe and secure in the childminder's care. Younger children smile when they hide behind their hands and play peekaboo with her. Children receive warmth and comfort from the childminder if they become upset. The childminder has developed her provision and now works with a co-childminder. This helps to support children's social skills; they have opportunities to play and interact with children of different ages. Children show a positive attitude to learning and take pride in their achievements. For example, when toddlers and older children share paint to create their own artwork, they are proud to show the childminder their creations.

The childminder knows the children well and knows how to help them to progress in their development. She encourages children to solve problems and to think about how puzzle pieces fit together. When children complete puzzles that show pictures of animals, they are asked to identify where animals may be found. This conversation leads on to helping children to understand that milk and butter comes from cows. Older children are physically active and show excitement when they join in with action rhymes. They point to their head, shoulders, knees and toes and ask to repeat the rhyme, laughing with their friends when they complete the actions faster.

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

- The childminder uses observations and assessments to help her to identify what children need to learn next. She supports their communication and language skills well. When very young children babble, she repeats the sounds children make. This helps them to learn how to take turns in conversations. The childminder asks older children questions when she plays alongside them to encourage their thinking skills.
- The childminder understands the process by which children learn, such as their physical skills. For example, she puts toys and objects slightly out of very young children's reach to encourage them to begin to move and crawl. As children develop, she holds onto their hands to support their balance when they begin to walk.
- When the childminder plans activities, she adapts her interactions for the different ages and abilities of the children. For example, she encourages very young children to feel the texture of different materials, such as raw pasta and metal objects. The childminder encourages older children to use tongs to pick up pasta, to help develop the muscles in their hands for early writing.
- The childminder offers children experiences that they may not experience at home. She helps them to learn about their local community and attractions. For example, the childminder takes children to see Christmas decorations and lights

at a garden centre.

- The childminder promotes children's safety when they use electronic devices in her care. For example, she sits with children and has controls in place to stop them accessing inappropriate content. However, she has not considered how to help older children develop their knowledge of what to do if they identify potential hazards when they use technology at home.
- Parents are complimentary about the care and learning their children receive. They feel very comfortable and confident leaving their children in her care. Parents say that their children get excited every time it is their day to attend.
- The childminder claps her hands when very young children take turns with her to hold a spoon, praising their early understanding of sharing. She is calm, polite and respectful, which helps to create a positive environment for children to learn.
- The childminder completes training courses to help develop her knowledge of how to keep children safe. However, she has not extended her professional development to help deepen her knowledge of how to support the individual needs of children. This will help to raise learning outcomes for children even higher.
- Children are supported with their emotional well-being. For example, they are encouraged to bring comforters from home, such as familiar blankets to snuggle into when they sleep. They are invited to attend settling-in sessions before they start. This helps them to become familiar with the childminder and her home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder finds out information about children's allergies and medical needs when they first start. This helps her to meet their health needs. The childminder has completed first-aid training and has a first-aid box available. This helps to give her the knowledge and equipment to deal with minor incidents. The childminder shows an understanding of the signs and symptoms of abuse. This includes being able to identify if children are being drawn into extreme views or being subject to female genital mutilation. The childminder understands where to report concerns about children's safety or welfare.

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

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

- find ways to help older children understand how to identify and react to potential hazards when they access information on the internet at home
- extend professional development to gain a deeper understanding of how to support children's individual learning needs.

## Setting details

<b>Unique reference number</b>	208731
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10234328
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

The childminder registered in 1992 and operates from her co-childminder's house in Lincoln, Lincolnshire. She operates all year round, from 6.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

## 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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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. She reviewed a sample of documentation.
- 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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