

Childminder report

Inspection date: 17 January 2023

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| 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 are happy and secure in this welcoming, home-from-home environment. They settle well, and have a positive relationship with the childminder. They form close attachments with her and show they are happy in her care. Children seek the childminder out to share experiences with. For example, they bring her books to share together. Children sit down and listen attentively to stories, and remember what happens if they have heard the story before.

Children show a positive attitude to their learning. They are well motivated and eager to take part in the wide range of resources and activities provided by the childminder. For example, children develop their fine motor skills as they use chopsticks and tweezers to pick up objects. Children display high levels of confidence and self-esteem. For example, older children are confident when speaking to adults and visitors. The childminder creates an environment that allows children to follow their interests and become independent.

Children are very well supported to understand their feelings and emotions. For example, the childminder uses emotion cards to help children learn to recognise their feelings. This helps children to gain an understanding of their emotions, and promotes their well-being.

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

- The childminder has a good understanding of child development in the early years. She knows children well. The childminder builds on children's prior knowledge and uses this information to plan next steps in their learning. She has high expectations for children and plans a play-based educational programme. For example, children are encouraged to count during activities and to explore and understand size and quantities. This has a positive impact, and children are motivated and eager to learn.
- The childminder evaluates her practice. She ensures that all mandatory training is up to date, including first aid and safeguarding. The childminder is currently undertaking a degree course in children's learning and development to improve her knowledge. This helps her to enhance her teaching skills and raise the quality of education even further.
- Children behave well. They are polite and kind towards each other. Children understand and follow the routines in the setting. For example, at dinner time, they know to wash their hands and sit down at the table. The childminder praises children throughout the day for their positive behaviour. This helps to build their self-esteem and confidence. However, occasionally, the childminder does not help children to understand why rules and boundaries exist. This means they do not always develop their knowledge of expected behaviour.

- Partnerships with parents are strong. The childminder spends time talking to parents to learn about children's starting points, routines and interests. Parents speak positively about the childminder and their children's experiences at the setting. They say they appreciate the daily communication about their child's day. The childminder keeps parents informed about what she wants children to learn next. This allows parents to support their child's learning at home.
- Children are supported well to develop their communication and language skills. The childminder models language and introduces new words to help to expand children's vocabulary. For example, during story time, she offers new words to children, such as 'pagoda'. This helps children to develop their early language, communication and literacy skills well.
- The childminder promotes healthy lifestyles to children. Children are encouraged to manage their personal care needs, such as washing their hands and going to the toilet. They learn about oral health and the importance of brushing their teeth through games and activities. Children learn about keeping safe. For example, the childminder teaches children about road safety when walking to and from school.
- The childminder plans experiences outside of the home for children. She takes them on regular outings in the local community, such as to parks, farm shops and windmills. The childminder teaches children to value and respect the differences between themselves and others. Children learn about different festivals and cultures. For example, they read stories about Chinese New Year and take part in activities to explore chopsticks. This helps children to learn about the wider world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in safeguarding the children in her care. She regularly refreshes her training to keep her knowledge up to date. The childminder understands her responsibility to report concerns about a child in her care in a timely manner. She ensures she risk assesses her environment to identify and minimise risks to children. The childminder demonstrates good knowledge of safeguarding issues and receives regular updates from the local authority. She has up-to-date paediatric first-aid training and understands the actions she must take regarding a medical emergency. The childminder prioritises children's safety.

What does the setting need to do to improve?

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

- support all children to understand why rules and boundaries are in place, to contribute to a positive learning environment.

Setting details

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| Unique reference number | EY462980 |
| Local authority | North Lincolnshire |
| Inspection number | 10271465 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 2 to 10 |
| Total number of places | 8 |
| Number of children on roll | 17 |
| Date of previous inspection | 18 January 2018 |

Information about this early years setting

The childminder registered in 2013 and lives in Wrawby, South Humberside. She currently works with a co-childminder at their home address. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 provider and has taken that into account in her evaluation of the provider.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The childminder and the inspector discussed their observations of the children together.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.
- Parents shared their views with the inspector through written feedback.

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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