

# Childminder report

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Inspection date: 23 January 2023

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<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 confident to separate from parents when they arrive. They show positive relationships with the childminder and their peers. For example, they engage in role-play experiences with their friends, taking it in turns to put fruit and vegetables into saucepans. Children happily give the childminder a pretend present of a toy elephant wrapped in a bandage. Children show pride in their achievements and are keen to show the childminder their creations, such as when they use bricks to build a tower. Other children clap their hands to praise their friends' achievements, showing kindness to others.

Children are supported to develop their communication and language skills. For example, they answer the childminder's questions, encouraging their thinking skills. Children learn the names of animals they play with, such as a zebra and a hippo. This helps to extend their vocabulary. Children engage in imaginative play. They sit in boxes and baskets and pretend to be in boats. The childminder shows children how to row a boat, enticing them to be physically active. Children copy and move their arms forwards and backwards. They say that they are going to the sand to find treasure.

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

- Children show a keen interest in books. The childminder uses books and stories to help children understand feelings and emotions. For instance, she talks to them about feeling happy if they have friends.
- The childminder weaves mathematics in to children's play, encouraging them to solve problems, count and understand language that describes position. For example, when children play with carrots, she asks them to count the number they hold. Children think about how to fit puzzle pieces together, receiving suggestions and ideas from the childminder, such as, 'Can you turn it over?'
- Children have opportunities to learn about the world around them, such as when they go on visits with the childminder to places of interest. They remember animals eating food out of their hands when they went to a farm. The childminder takes children to sing songs with older people in a care home. This contributes to their language and social skills.
- The childminder observes and assesses children to help her to identify what they need to learn next. She identifies that not all children have opportunities to travel in different forms of transport. She takes children on bus rides to extend their knowledge further.
- The childminder has an enclosed garden for outside play. However, she has not fully considered how to plan for children's outdoor learning throughout the year to help further support children who prefer to learn outside.
- Children receive praise for their achievements, helping them to understand what

is expected of them. The childminder reminds children to share when they play with toys. Children begin to show an understanding of how to take turns. For example, when a child sits in another child's pretend boat, they quickly get a basket to sit in instead.

- Children have opportunities to use real fruit and vegetables in their play. Parents provide children with their own food and drinks. However, the childminder does not fully encourage children to understand the benefits of healthy foods and drinks, for example, when they use these in their play.
- The childminder wants children to learn skills for their future, such as to be independent. For example, children are encouraged to take off their shoes, scarves and gloves when they arrive. They are asked to wipe their own noses and to dispose of the tissue in a bin.
- The childminder reflects on the experiences children receive in her care. She is gradually making changes to the toys and equipment she offers, to provide more natural and open-ended resources. This is to encourage children to be creative and to use their imagination more in their play.
- Parents provide positive comments about the childminder. They say that she has a wonderful approach with the children and is caring and understanding. Parents say that their children's speech and language development has come on leaps and bounds since attending.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder identifies the signs and symptoms of abuse, including if children are being drawn into terrorism or being exposed to domestic violence. She knows where to report any concerns she has regarding children's safety and welfare. The childminder carries out visual checks of the environment. This helps her to provide a safe space for children to play. The childminder uses safety equipment, such as gates, to stop children from accessing certain parts of her home on their own. She has monitors in place so she can always hear and see children who are sleeping. This helps to promote their safety.

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

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

- strengthen opportunities for children to develop their knowledge of the benefits of healthy foods and drinks for their bodies
- build on the planning of activities to further support children who learn better outside, to help extend their learning.

## Setting details

<b>Unique reference number</b>	EY433570
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10235587
<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 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 March 2017

## Information about this early years setting

The childminder registered in 2011 and lives in North Hykeham, in Lincoln, Lincolnshire. She operates all year round, from 7.30am until 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 holds an appropriate level 3 qualification and occasionally works with an assistant.

## 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 provider and has taken that into account in their evaluation of the provider.
- 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 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 reviewed a sample of documentation.
- Written 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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