

Childminder report

Inspection date: 7 February 2023

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

When children arrive with their parents, they are greeted with a warm welcome and a smile from the childminder. The childminder has built positive relationships with children, and she is genuinely interested in what children choose to play with. This helps children to engage in play for prolonged periods of time. Children are happy. They giggle frequently with the childminder and sing along to music while they play. Children's views are valued, and they are offered choices throughout the session. The childminder encourages children to choose their snacks, what songs to sing and the route they take to school.

Children are proud of their achievements. For example, children kneel on the floor facing the childminder and roll balls back and forth to one another, pretending to score goals. 'Three, two, one', they say, rolling the ball. 'Yay, I saved it!', they shout, giggling as they roll the ball across the floor. The childminder gives them a high five to acknowledge their success.

Children understand what is expected of them and are respectful. They follow the childminder's rules and routines. For example, when it is time to get ready for school, the childminder asks children to tidy up. Children work together, passing each other toys to put away.

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

- The childminder understands child development and knows what she wants children to learn. She uses this knowledge and children's interests to plan and provide purposeful experiences for all children. The childminder takes children into the wider community, where they visit farms, historical buildings and parks.
- The childminder promotes children's independence. Older children find their own coats and shoes and put them on, with the childminder providing support if needed. When children return from the school run, the childminder encourages younger children to 'take their arm out first' when they take their coats off. Children successfully remove their coats and shoes. At mealtimes, older children are offered a knife to learn to cut their fruit. The childminder shows them what to do, even if children choose not to cut their fruit. Younger children are supported to eat and encouraged to try to feed themselves.
- Children share their views with visitors about what they enjoy. They say they enjoy playing with all the other children. Children identify specific toys that they like to play with, such as the 'ducky' and the cars.
- The childminder exposes children to experiences that support the development of their mathematical knowledge. Children count cars as the childminder points to them. They enjoy counting other items as they play. When children hold up shapes they find in a tub, the childminder names them. The childminder then

checks children's understanding and asks the children what they are.

- Parents comment on how calm their children are with the childminder. The add that their children make good progress, and they are happy with the regular updates from the childminder about their child's development and their next steps in learning. Parents comment that they feel incredibly supported by the childminder, who is flexible when necessary. The childminder provides parents with information about her service before their child starts. This helps them to understand what children will be doing and how they will learn with the childminder.
- The childminder attends training. This has supported her to develop her safeguarding knowledge. The childminder reviews her skills and knowledge, and she uses this to plan her professional development. For example, she has identified that she would benefit from attending further training to develop her understanding of how to support children with additional needs.
- Overall, children's communication and language is supported well. The childminder comments, asks questions and repeats words children use back to them. Sometimes, the childminder introduces children to new vocabulary. For example, at snack time, children notice birds outside. The childminder uses the bird names, and children point as if to ask her to name other birds. She talks about what the birds are doing. However, this is not consistent for all children. For example, when younger children make sounds and point with excitement at their snack, the childminder asks them, 'what is it?', but she does not extend this by, for instance, naming the fruits for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She has attended training, which has supported her to develop her knowledge of safeguarding issues. For example, she can recognise the signs of radicalisation. She is confident to make appropriate referrals to relevant agencies to support families and their children. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder implements risk assessment to ensure the environment is safe, inside and outside. She ensures the suitability of members of her household.

What does the setting need to do to improve?

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

- develop children's communication and language even further by consistently introducing them to vocabulary beyond what they already know.

Setting details

Unique reference number	EY360860
Local authority	Lincolnshire
Inspection number	10262950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 April 2017

Information about this early years setting

The childminder registered in 2007 and lives in Welton, Lincoln. She operates all year round, from 7.30am to 5pm, on Monday, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers places for children in receipt of early years funding.

Information about this inspection

Inspector
Alice Anders

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder in the morning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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