

# Childminder report

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Inspection date: 21 April 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 benefit from the childminder who provides them with opportunities to develop a sense of belonging in her home. For example, children smile when they point to themselves and their siblings on photos that are displayed at their height. Children learn how to behave positively. For example, the childminder is consistent when she reminds children about the rules that are in place to promote their safety. This includes talking to children about what the childminder wants to see. One example of this is when she asks children to put their feet on the floor when they try to climb on furniture indoors.

Children are keen to explore and investigate the toys and resources the childminder offers them to promote their interests. For example, children show perseverance when they try to fit dolls' clothes on dolls. The childminder helps them to understand that some of the clothes are too small for the big dolls. This helps to introduce children to the concept of language to describe size. Children show their independence and determination when they dress themselves in the some of the larger doll's clothes, receiving minimal support from the childminder. Children develop their hand-eye coordination when they play with wooden logs, copying the childminder to stack them on top of each other.

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

- The childminder reflects on her practice. She extends her professional development to increase her knowledge of how to support children with their learning. This includes the childminder attending training courses to refresh her knowledge of how to help children with their communication and language skills. For example, the childminder gives children time to answer the questions she asks them to encourage their thinking skills.
- Children who speak English as an additional language are supported well to develop their language skills and understanding of English. For example, when children repeat words the childminder uses to describe objects they play with, she helps to extend their vocabulary. One example of this is when children copy her to say the word 'tractor', the childminder says 'green tractor'.
- The childminder works closely with parents and other professionals to support children with special educational needs and/or disabilities. Targeted plans are put in place to help meet children's individual needs. This includes helping children to develop their social interactions and physical development.
- Children have opportunities to plant and grow vegetables with the childminder. They watch the vegetables grow, harvest them and taste them, helping them to learn about the process from ground to plate.
- The childminder offers children a healthy range of nutritious meals and drinks to help promote their healthy bodies and teeth. However, she does not help

children to understand the importance of taking care of their oral health.

- The childminder knows the children well and the experiences they have received so far in their lives. She plans opportunities for children to broaden their knowledge, for example, of the local community. The childminder takes children to the library to look at books and parks where they have opportunities for fresh air and exercise.
- The childminder observes children as they play and identifies what they need to learn next. This helps her to provide experiences to encourage children to progress well in their development. She shares this information with parents to keep them informed about their children's learning. The childminder does this, for example, through daily discussions and sending them photos of activities children enjoy. This helps to keep parents informed about their child's day and the progress they make in their development.
- The childminder praises children's achievements, helping to raise their self-esteem. For example, she gives children a 'high five' when they pick up toy fish using magnets on a toy fishing rod. However, occasionally, when children show negative behaviours, the childminder does not help them to understand how themselves and others may feel. This will help them to learn about feelings and emotions.
- Parents are complimentary about the care and learning the childminder offers their children. They say that the activities she offers are engaging, creative and well planned.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home for children to play in. Since her last inspection, she has made changes to the surface in her garden to promote children's safety. This includes laying fake grass that children can play on all year round. The childminder talks confidently about how she will promote children's safety if there is a critical incident in the local community. The childminder knows how to identify if a child is at risk of harm or abuse. This includes being able to recognise if parents or children are being drawn into extreme views. The childminder knows where to report concerns about children's safety or if an allegation of abuse is made against herself or family members.

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

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

- help children to understand the benefits of good oral health
- support children to understand their own and others' feelings and emotions.

## Setting details

<b>Unique reference number</b>	EY239703
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10279930
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	4 August 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Skegness, Lincolnshire. She operates all year round from 8am until 5pm, 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 5 qualification and occasionally works with an assistant.

## 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 childminder.
- 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.
- 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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