

# Childminder report

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Inspection date: 17 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 show that they feel happy and safe in the childminder's care. They demonstrate positive relationships with the childminder and their peers. For example, younger children snuggle into the childminder for a cuddle of reassurance. Older children ask the childminder if they can be on her team when they play games. The childminder encourages children to behave positively. For example, when they want a toy that another child has, she supports them to ask to play with it. They are polite and use good manners. Children learn about how they can keep themselves safe, such as road safety, when they walk with the childminder in the street.

Children show a positive attitude to learning and are imaginative in their play. They use hard-backed books as ramps to roll their toy cars down. When the childminder asks children where they are going, when they push toy cars along the floor, they reply, 'To work to make bath bombs.' The childminder provides children with opportunities to be creative in their play. She supports children to develop their hand-to-eye coordination and muscles in their hands in preparation for early writing. For example, children dip their fingers in paint and make marks on paper to create artwork.

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

- The childminder plans activities to encourage children to learn how to share. Children show excitement and laugh together when they play a colour-matching game. They learn the rules of the game and take it in turns with their friends to roll a dice. Children show a sense of pride in their achievements, smiling and putting their arms in the air, when they match the colour on the dice to a coloured disc.
- The childminder extends her professional development. She completes online training courses to help develop her knowledge of how to use sign language to support younger children's communication skills. However, during some daily routines, the childminder does not reduce distractions to encourage children's language development. For instance, when children eat their snack, they watch the television in silence.
- The childminder provides children with opportunities to learn about oral health. For example, she takes them to see dentists, who explain to children about the importance of using toothbrushes and toothpaste to promote good oral hygiene practices.
- The childminder observes and assesses children's development. This helps her to identify how to build on children's learning. She completes a written summary of children's progress when they are between two- and three-years-old and shares this with parents. This helps to keep parents informed about their children's

progress.

- When children stay overnight, the childminder finds out about their individual care needs. This helps her to support children to feel emotionally secure in her care. For example, children bring comforters and the childminder follows the same bedtime routines that children receive at home.
- Parents comment positively about the childminder. They say that she provides children with a good mixture of activities and children enjoy the time they spend with her.
- The childminder shares information with parents about their children's experiences with her. For example, she sends them photos and holds daily discussions with them about activities their children enjoy. However, the childminder does not share and gather information about children's development with all other early years settings they also attend. This will help to provide consistency in children's care and learning.
- Children learn skills for the future, such as to complete tasks on their own. For example, the childminder asks children to help her to get food from the kitchen at lunchtime, promoting their independence. Children wash their hands prior to eating, following good hygiene routines.
- The childminder reflects on her practice. Recent changes include introducing musical instruments for children to explore and use creatively. This enables children to practice skills they learn when the childminder takes them to local music groups. Children have opportunities to use the instruments to make music and to move their bodies in different ways to the beat.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home to help ensure that it is safe for children. She identifies that her garden is currently unsafe for children to use, due to decking being slippery. So, instead, she takes children to local parks for fresh air and exercise. The childminder has paediatric first-aid training in place. This helps to give her the knowledge to treat a child's minor medical incident. The childminder understands how to identify the signs and symptoms that may suggest a child is at risk of harm. This includes if children are being exposed to extreme views and beliefs. She knows where to report concerns about 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:**

- reduce distractions during daily routines to provide further opportunities for children to communicate
- share and gather information about children's development with all other early years settings they also attend to promote consistency in their learning.

## Setting details

<b>Unique reference number</b>	EY465027
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10280030
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	8 August 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Grantham, Lincolnshire. She operates all year round, from 6.45am until 7.30pm, 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 provides overnight care. She works occasionally with her husband, who is her 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 and evidence of the suitability of persons living in the household.
- 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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