

# Childminder report

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Inspection date: 24 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**

The childminder has built positive relationships with children and their families. Because of this, children are happy and eager to come into her home. When children see the childminder, they lean away from their parents for her to pick them up. Children know they can go to the childminder for comfort when they are upset, settling quickly due to her comforting cuddles.

The childminder has set clear boundaries and routines for the children; they know what is expected of them and behave well. The childminder reminds children of how to behave, when needed. The childminder uses praise when children play with toys correctly. This helps children to have a positive attitude to learning from the resources she sets up.

The childminder values children's views. She involves them in the process of planning their trips. Older children talk about a trip to see animals. The childminder helps children to understand who is going and what they will need to take on the trip. Children respect one another and work together. Older children support younger children to place shapes on a shape stacker. They hold the base still while younger children place the shapes on.

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

- The childminder uses the children's interests to set up the environment. She understands child development and how to support children to work towards their next steps, including children with additional needs. The childminder offers experiences that children may not get elsewhere. For example, the childminder offers messy play to encourage children to be creative. She takes children on outings to groups, farms and local parks to help develop their social skills.
- The childminder integrates mathematical language and concepts into her interactions with children. She supports children to understand size when they play with blocks, asking them to find a 'thinner' piece that will fit on top of the brick window. The childminder asks children how many bricks they have, which encourages them to count.
- Younger children are encouraged to pull themselves up on furniture. The childminder holds out her hands to offer support to younger children taking their first steps. The childminder provides older children with smaller items to pick up and explore, developing their fine motor skills while doing so.
- The childminder has conversations and makes comments about how to keep safe and healthy. She comments on and encourages children to think about how to be safe in the sun. She asks children what they need to put on their skin and how to keep hydrated. Children reply that they need to use sun cream, hats and drink water.

- The childminder introduces children to new skills. She describes to children how to use a new instrument. Children follow the instructions and independently use the instrument to make sounds. The childminder models how to make quiet and loud sounds, moving slower and faster, and children join in.
- The childminder attends training. This has supported her to develop her relationships with families and to gather information from them to meet their children's care and learning needs.
- Parents comment on the childminder and her positive relationships with the children. They say she offers a home-from-home experience and is genuinely interested in their children. They comment that she provides a safe, loving and stimulating environment for the children. Parents comment that the childminder communicates well with them. They know about their children's day, how they have been and what they have eaten.
- Generally, children's communication and language are supported well. The childminder sings with the children and reads to them. When talking to younger children, the childminder uses good eye contact and facial expressions. She repeats sounds they make back and adds single words to the sounds. However, the childminder does not consistently introduce older children to new vocabulary beyond what they already know. For example, when older children match baby animals to the animal, the childminder does not introduce the names of the baby animals.

## 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

<b>Unique reference number</b>	EY429483
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10264904
<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 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 June 2017

## Information about this early years setting

The childminder registered in 2011 and lives in Grantham, Lincolnshire. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an 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**  
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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