

Childminder report

Inspection date: 9 May 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

Children establish secure and trusting relationships with the childminder. They are confident and enjoy her company, for example children seek out hugs from the childminder when they feel a little overwhelmed, helping them to feel happy. Children have a good sense of belonging and positive levels of well-being and self-esteem. Children benefit from a range of learning experiences that encourage the skills the childminder considers they need to develop next. Children have good opportunities to develop their physical skills. For example, the childminder sets up an obstacle course for them to practise their balancing and climbing skills. She asks children to wait patiently for their turn when they want to go on the slide. Furthermore, children have opportunities to develop their smaller physical skills. This includes strengthening their hand-to-eye coordination as they cut paper with scissors.

Children's behaviour is good. They play well together, showing kindness and consideration for each other. For instance, older children thank younger children when they pass them items. When visitors leave they thank the children for having them, children respond with, 'You are welcome.' Children become confident learners because the childminder encourages them to make independent choices in their play. Children are eager to explore the playroom and choose what they would like to play with. They display good concentration and enjoyment as they independently play and explore.

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

- The childminder actively ensures that she continues to build on her knowledge and skills. For instance, she carries out regular independent reading and research. Since the last inspection, the childminder has improved the way she organises her environment, for example she ensures children play with resources that interest them. She regularly rotates the toys available, so that she does not overwhelm children with too many things to play with, hence they become more highly engaged.
- The childminder understands the importance of supporting children's communication and language development. She provides a clear narrative as children play to support them to gain an early understanding of what they are doing. However, there are times when the childminder steps in too quickly and does not give children enough time to think about and respond to her questions.
- Children cooperate well with care routines and practices, such as nappy changing. The childminder continually interacts with children in a positive and fun way. She supports children to become independent, developing important skills in readiness for school. Pre-school children confidently manage to open their lunch box items. When the childminder offers to help they tell her, 'I can

do it.'

- The childminder implements a balanced curriculum. Children enjoy both adult-led and child-initiated activities. The childminder has a clear goal of what she wants children to learn while in her care. She makes good use of her child development knowledge to identify gaps in children's learning. The childminder's subtle interactions motivate children to make good progress in relation to their starting points.
- Children follow good hygiene routines, such as wiping their own hands before eating their meals. Mealtimes are a social occasion, when the children and childminder sit together at the table. The childminder is quick and gentle to remind children of her expectations, such as reminding them to sit on their chairs.
- The childminder provides children with a range of writing options to practise their mark-making skills. Children use paint sticks, crayons and pencils to draw. They point and say, 'This is a spider web.' Furthermore, children enjoy stories and select books from a selection on offer. The childminder invites children to sit on her knee to listen to the story to build on their early literacy skills.
- Children have a good sense of belonging in the setting and of what makes them unique. For instance, the childminder encourages children to show visitors their special book of photos. Children recall their visits and discuss the photos with visitors.
- The childminder takes children on regular outings to develop their understanding of their local community. They visit a local toddler group, which gives children good opportunities to socialise in a wider group. They learn about nature and the wider world as they explore the local park and farm parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of all safeguarding and child protection policies and procedures. She is aware of the signs and symptoms which may cause a concern. The childminder knows who to contact to seek advice, and how to raise and follow up any potential issues. She understands the procedure to follow if there are any allegations raised against herself or a family member. The childminder carries out regular visual risk assessments of her home and when taking children on outings. This helps her to ensure that children are kept safe at all times.

What does the setting need to do to improve?

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

- provide more time for children to think about and respond to questions they are asked to enhance their learning.

Setting details

Unique reference number	208815
Local authority	Lincolnshire
Inspection number	10279921
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 September 2017

Information about this early years setting

The childminder registered in 1999 and lives in Lincoln. The childminder holds an appropriate qualification at level 3. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Sharon Alleary

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 setting.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of written testimonials from parents.
- Documentation was available for inspection, including a relevant paediatric first-aid qualification.

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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