

# Childminder report

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Inspection date: 5 June 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 positive relationships with the childminder and their peers. The childminder greets them warmly when they arrive. This helps them to feel happy and secure to separate from their parents. When children pretend to lay down to sleep, others help to take off their shoes and place a blanket over them. The childminder models using good manners that children copy. One example of this is when a child gives the childminder a ball. The childminder says, 'Thank you,' and the child replies, 'You are welcome.'

Children progress well in their communication and language skills. This includes children who speak English as an additional language. They respond well when the childminder asks them questions, encouraging their thinking skills. Children develop their confidence when the childminder asks them to stand in front of others to sing nursery rhymes on their own. Older children play games that help them to recognise different shapes. The childminder shows them shapes and asks them to look for the same shape in the environment. Children have opportunities to learn about how food grows. For example, they help the childminder to plant and grow carrots and potatoes in the garden. Children are excited to water the plants, showing an understanding of what they need to grow. When children eat, they are reminded to sit or stand still. This is to help avoid them choking, promoting their safety.

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

- The childminder shares information with parents about activities children enjoy and their daily routines. This helps to keep parents informed about their children's day. Parents comment positively about the childminder. They say that she is fun and loving and provides a delightful environment for children. Parents say that their children often do not want to go home.
- The childminder supports children's physical skills well. For example, she reminds younger children to turn their legs around when they move to get off a bench. The childminder holds younger children's hands when they move down steps. This helps to support their balance and safety.
- Children learn new skills with the childminder's support. For example, she shows younger children how to use age-appropriate tools to chop cucumber and peppers. Children copy and smile at the childminder, showing a sense of achievement when they do this on their own.
- The childminder finds out about children's abilities when they first start. She uses this information, along with her own observations and assessments, to help her to identify what children need to learn next. The childminder provides children with opportunities to learn about their local community. For example, she takes them to fields to look for insects and learn about nature.

- The childminder helps older children to learn how to manage conflict themselves. For example, when a younger child wants a toy aeroplane that an older child has, the childminder gives them words to use to communicate their needs. Children copy her when she says, 'Please can I have my aeroplane?'
- Children are given opportunities to explore healthy foods. For example, they use them to make their own sandwiches and to use with paint to make marks on paper. However, the childminder does not help children to understand how to make healthy food choices and the benefits that these can have on their bodies.
- The childminder provides opportunities for children to learn skills for their move on to school. This includes supporting children to be independent. For example, children have access to small jugs to pour their own drinks. They are asked to put on aprons before joining messy play activities.
- Children are excited to join the activities the childminder offers. However, when they are engaged in these activities, the childminder sometimes moves them on to others before they have finished. This stops children from following their interests and embedding their learning.
- During the COVID-19 pandemic, the childminder made improvements to her home to support children's self-care skills. This included providing a bathroom downstairs. When children begin to move from wearing nappies to using the toilet, they have opportunities to use a bathroom that is easily accessible to meet their needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about stranger danger. When children walk with the childminder in the street, she talks to them about asking dog owners if they can stroke their dog. The childminder maintains a safe and secure home. All exits are securely locked and the childminder makes sure that children can only access toys and equipment that are suitable for their age and stage of development. The childminder understands her responsibility to safeguard children. She knows how to identify and where to report concerns about a child's safety or welfare.

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

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

- support children to understand how to make healthy food choices and the benefits these may have on their bodies
- allow children time to finish their chosen activities before moving them on to others so they are able to embed their learning.

## Setting details

<b>Unique reference number</b>	EY270961
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10276724
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	31 July 2017

## Information about this early years setting

The childminder registered in 2003 and lives in Lincoln, Lincolnshire. She operates all year round, from 7am until 6pm, 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 3 qualification.

## Information about this inspection

### Inspector

Hayley Ruane

### 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 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 and interacted 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.
- 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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