

# Childminder report

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Inspection date: 20 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

The childminder has positive relationships with the children. She is caring and supportive of children. Children seek her out when they need support and call her name when they want her. She offers them a hug when needed. Children understand when they have achieved something new and clap their hands. This has been embedded by the childminder, who also claps and praises the children. The childminder talks to children about her likes and dislikes, such as that she likes the colour purple, to encourage them to engage in conversations. She promotes children's sense of self when she asks them what they like and do not like. Children share that they like to eat watermelon and they do not like motorbikes.

The childminder supports children to understand the rules. Children show their understanding of these, telling visitors to take their shoes off and put them in the box. The childminder reminds children how to behave and what is expected. For example, when younger children try to join in with older children to dance, she suggests they put their toys away first so they can hold hands. They listen and promptly tidy and join in. This helps to provide children with space to develop their coordination when they move their bodies in different ways to the music.

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

- The childminder understands child development and what she wants children to learn. She uses children's interests as well as information she gathers from families to set up her environments to cover all areas of learning. She takes children to local groups to help support children's wider social skills.
- The childminder introduces children to mathematical language and concepts. For example, she counts frequently, showing children how to count in the correct order. The childminder points out shapes in the environment. Children engage well and show their understanding. They stand on circles and squares when they are asked to find them. The childminder encourages children to notice numbers. Children see buses go past, and they call out the numbers they see.
- The childminder supports children's understanding of being healthy and safe. While playing, she talks to children about foods being healthy when they name them. She encourages children to wash their hands to get rid of germs after toileting and before eating. The childminder helps children to develop their understanding of road safety. Children learn how to behave and follow instructions when she prompts them to look either way before she crosses the road with them.
- Children are encouraged towards independence. The childminder asks them to find their shoes, and she supports them to put them on. The childminder offers children help with their coats, encouraging them to pull up the zip.
- The childminder names objects and adds vocabulary to children's play to help

support their language development. Children repeat new vocabulary quickly and use language to fill in the missing words of songs when the childminder pauses. The childminder slows down her use of language while reading. She points to items she names and uses pictures to support children's understanding of language.

- Parents are happy with the childminder. They comment that they receive information with daily updates about how their child has been. Parents know what their children's next steps are and how they can support them to learn at home. They say the childminder is supportive of their needs and flexible to ensure they can access appropriate sessions.
- The childminder is reflective and identifies areas that she could improve. She has attended training to develop professionally. For example, she recently attended a training course to develop her curriculum for younger children. She uses this to implement new activity ideas for younger children and introduces more information and communication technology to all children's play.
- The childminder knows the children well. She has identified appropriate next steps for children. However, she is not always consistent in supporting children to meet these. For example, when children are toilet training, she does not always encourage them to sit on the toilet when she changes their nappies. This can be confusing for children.
- The childminder assesses children's knowledge by asking questions. For example, she uses photos to ask children what else swims in water other than frogs. However, when children answer questions, she does not consistently introduce children to knowledge beyond what they already know.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She has attended training that supports her in developing her knowledge of safeguarding issues. This includes how to recognise that families may be at risk of being radicalised. 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 ensures that the environment is safe, inside and outside, through risk assessments. The childminder ensures the suitability of her household members.

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

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

- provide more consistency in helping children to meet their next steps in learning
- introduce children to new knowledge, beyond what they already know, to extend their learning even further.

## Setting details

<b>Unique reference number</b>	208637
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10285742
<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 6
<b>Total number of places</b>	3
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 October 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Cherry Willingham, Lincoln. She operates all year round. Sessions are from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 she ensures they are 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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