

Childminder report

Inspection date: 26 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children show they are happy to spend time in the childminder's company. They constantly smile and laugh as the childminder makes the time they share enjoyable. The childminder creates a warm and welcoming environment in her home. She and the children share close bonds with one another. When children are unsure of visitors or unusual noises outside, they go to the childminder for a reassuring hug. When the childminder's husband arrives home from work, the children are happy to see him and run to him for a cuddle. Children's emotional well-being is fostered well.

The childminder supports children to regulate their emotions and manage their behaviours. This helps children to maintain focus on their learning and get the most from the range of experiences that the childminder provides. The childminder supports children to become independent in managing their own personal hygiene. Children wipe their faces, wash their hands before eating and are beginning to recognise when they need their nappies changing. They confidently set up the tables and chairs for lunch. Children know the daily routines and what the childminder expects of them.

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

- The childminder has made progress since her last inspection. She has worked closely with her local authority adviser to address the actions and recommendations that were raised. The childminder has some ideas for how she might sustain her progress over time. However, she has not yet fully considered how she will maintain the good quality of her provision independently.
- The childminder knows each child well. She finds out about their individual interests and development stages. The childminder uses this information to plan an appropriate curriculum to focus on the prime areas of learning. Children make good progress in their personal, social and emotional development. They learn to share, take turns and play cooperatively with one another. Children develop empathy as the childminder explains why we all have different emotions.
- Children enjoy exploring an interesting activity that the childminder has prepared for them. They use their hands to feel ice blocks of various shapes and sizes, which have been frozen with toy sea creatures inside. Some children choose to explore the ice with their mouths, and the childminder ensures that they can do this safely. Children learn age-appropriate scientific facts about how ice melts. They discuss the various sea creatures they find, hearing familiar words and learning new ones such as 'octopus', 'coral' and 'sea turtle'. The childminder narrates as they play and explains new concepts. Children get many opportunities to speak and ask questions. They repeat the new words they hear.

Children's communication and language development are supported well.

- Children's physical development is well supported. They enjoy physical activity outside, where they compete in running races and steer ride-on toys. The childminder gives children many opportunities to strengthen their hand muscles. They use tweezers and pipettes to grip and squeeze when playing with the ice. Children are supported to persevere when using these items, even when they find it tricky.
- The childminder takes children out and about in the local community on various interesting outings. A particular favourite trip is when they go for rides on the local open-top buses. The children learn the names of the different buses, such as 'Sandy', 'Salty' and 'Pierre'. They enjoy reminiscing about the time they spent on the buses with the childminder and their friends. They excitedly plan the next bus trip and discuss what they may see and which bus they will go on.
- When it is time for children to have a nap, they know to get their blankets and cushions and snuggle down. The childminder plays soothing music in the background, which helps children to drift off to sleep. Children sleep peacefully and contentedly, getting the rest they need.
- The childminder encourages children to try new things. However, occasionally, she does not spend enough time with children when they need support to achieve a new skill. For example, children show great interest in launching a toy rocket with a foot pump. When they struggle to do this after many attempts, they lose interest because the childminder does not spend enough time showing, explaining and demonstrating to help them. This slightly hinders children's ability to develop their skills over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She knows the procedures to follow if she has any child protection concerns. The childminder knows to contact the local area designated officer if there are ever any concerns about herself or a household member. She ensures that her home is safe and supervises children closely at all times. When children decide to dance inside, the childminder reminds them to take their sandals off, so they do not trip and hurt themselves. On hot and sunny days, the childminder ensures that children's skin is protected by helping them to apply sun cream before going outside.

What does the setting need to do to improve?

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

- undertake ongoing professional development to continuously build on skills and knowledge
- give children the support they need to continuously build on the new skills they

are learning.

Setting details

Unique reference number	EY379633
Local authority	Lincolnshire
Inspection number	10277869
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 January 2023

Information about this early years setting

The childminder registered in 2008 and lives in Skegness, Lincolnshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Johnson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to the children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Grandparents shared their views of the childminder 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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