

# Childminder report

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Inspection date: 12 July 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 are happy and confident in the company of the childminder and her co-childminder. The childminder is nurturing, and children show they feel safe and secure as they ask for her help when they need it. The childminder supports children to keep trying and to develop a sense of pride. She encourages them to problem-solve and work out ways to overcome problems when they get stuck. The childminder provides lots of praise as she claps children when they are successful and encourages them to see what they have achieved. For example, when children make marks using paints.

The childminder helps children to understand and respect others' points of view. For example, when a child wants another child to join in their play, but the other child does not want to, the childminder explains that everybody has different views and that this time the other child does not want to join in.

The childminder helps children to learn through daily routines and to understand what happens next. She assesses children's understanding by asking questions and offering gentle reminders. After lunch, children are reminded to tidy away their plates and chairs. The childminder encourages children to work as a team. Children develop hand-eye coordination as they sweep up before they choose the next items to play with.

## **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 information gathered from families and about children's interests to plan the experiences and the learning environment she provides for all children, including children who speak English as an additional language. The childminder takes children on trips, for example, to the beach to enhance their understanding of the world.
- The childminder supports children to develop their understanding of numbers and mathematics. She counts items frequently and supports children to recognise numbers in their environment. The childminder encourages children to understand the concept of one more and to learn about capacity as they fill containers. While reading a story to children, she asks them to move the clock hands to the number she asks for. This supports children to recognise numbers.
- Children's communication and language are supported well. The childminder skilfully interacts with children and introduces them to new vocabulary. She pauses when talking to allow children to use the new vocabulary she has introduced. The childminder sings with the children frequently and encourages their love of books. She positions herself well, makes good eye contact, and uses gestures and language to engage all children.

- The childminder supports children to develop their independence skills. She encourages children to wash their hands before mealtimes. The childminder shows children how to cut up their food and encourages them to try. Children learn to use knives and forks as the childminder continues to support those who need it.
- The childminder is reflective and identifies areas of her practice that she could improve. She attends training to develop professionally. For example, she recently attended training to develop strategies to support children's healthy eating. This has helped her to support children to eat a wider variety of foods.
- Children's physical development is promoted by the childminder. Outside, the childminder sets up resources such as slides and see-saws to develop children's large-muscle skills. She models and describes different ways that children can move their bodies as she dances with the children. Children learn to jump, twirl and move their bodies in different ways.
- Parents highly recommend the childminder. They comment on how well supported they feel and that she is part of their family. Parents talk about the information that is shared with them. They feel well informed about their children's development and how they can support their children's learning at home.
- The childminder acknowledges behaviours that she does not want to see and, generally, children behave well. However, she does not consistently tell children what is expected of them and how their actions can have an impact on others. For example, she quickly intervenes when children start to fall out over a toy, without explaining to children how to resolve conflict and helping them understand that their actions have an impact on others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She attends training that supports her in developing her knowledge of safeguarding concerns, such as how to recognise that children may be at risk of developing radical views. The childminder is confident to make referrals to relevant agencies to support families and their children. She attends first-aid training, which helps her to respond to accidents or injuries appropriately. The childminder ensures the environment is safe, inside and outside, and completes thorough risk assessments. She ensures the suitability of the 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 interactions further to support children to learn to resolve conflict and understand how their actions have an impact on others.

## Setting details

<b>Unique reference number</b>	EY364097
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10285725
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	16 October 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Scotter, Lincolnshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant and a co-childminder. 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 setting.
- 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.
- Parents shared their views on 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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