

Childminder report

Inspection date: 12 July 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 clearly develop positive relationships with the childminder. They feel safe and secure to explore the environment and activities that she sets up. Younger children seek comfort from the childminder, who responds promptly to their needs. Children settle quickly in his company. Older children ask for help when they need it, for example when they need help to get the lid off their fruit selection. The childminder embeds enjoyable ways for children to celebrate their achievements. For example, when children finish tidying up, they high-five, fist bump and give a thumbs up to the childminder.

As the childminder reads stories to the children, he encourages them to share their ideas. He asks children questions, such as what they think will happen. Children confidently offer suggestions about how the story might end. The childminder encourages children to make choices. Children request resources, and the childminder explores the new items they select with them. The childminder offers new ideas to enhance children's play. For example, as children dig in the sand, the childminder suggests they dig for buried treasure. The childminder supports children to behave well and helps them to resolve minor conflicts. For example, when they fall out over the use of a spade. The childminder models good manners frequently and supports children to understand the impact of their actions. For example, he explains that if children are too rough with the toys, they could break.

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

- The childminder plans experiences for children to build their independence. Children enjoy the responsibility of helping out with daily tasks, such as washing their plates and cutlery, putting their chairs back after mealtimes and helping to sweep the floor with a dustpan and brush. The childminder encourages children to have a go first before he helps, for example as children wipe their faces or wash their hands.
- Children gain an understanding of how to keep themselves healthy and safe. The childminder supports children's safety in the sun, as he provides children with hats and applies their sun cream. He reminds children how to use items in a way that helps them to keep themselves safe. Children are encouraged to brush their teeth as the childminder models how to brush their teeth thoroughly. Children learn as they watch and then copy the childminder.
- Children are supported to learn about different emotions and link them to what they see. For example, while completing a jigsaw, children notice the different faces. The childminder asks what emotions the pictures on the jigsaw show. Children comment that the different faces are happy and sad.
- The childminder sets out resources to promote children's physical development. To help develop children's large-muscle skills, he sets out items in the garden for

younger children to help them stand securely. Older children are encouraged to climb the steps to the slide and to use their feet to push themselves around the garden in wheeled toys. The childminder supports children's small-muscle skills as he shows children how to push and manoeuvre toy trains.

- The childminder uses good questioning techniques to help him assess and build children's knowledge. For example, while children explore toy cars, the childminder points to different parts and asks the children to name them. The childminder names the parts the children do not know, such as the headlights.
- The childminder supports children to understand the world around them. Children have their own patch in the garden, where they choose items to grow. The childminder helps children pick their vegetables when they are ready, and he talks about growth with the children. The childminder arranges for visitors to come into the home to talk about how they help us, for example the police, fire service and dentists.
- Parents comment on the service that the childminder provides. They say that they are very happy with the care their children receive and that the childminder is a part of their family. They get frequent updates from the childminder about their children's day, as well as ideas on how to support their children's learning at home.
- The childminder generally supports children's communication and language. For example, when interacting with younger children, he uses clear single words to name items. The childminder introduces new sounds with younger children and encourages them to repeat the sounds back. However, he does not consistently introduce older children to new language 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. He attends safeguarding training to support his knowledge of safeguarding concerns, such as recognising the risk of children being drawn into crime. He is confident to work with and make appropriate referrals to relevant agencies. The childminder completes thorough risk assessments to ensure the environment is safe, both inside and outside. The childminder attends first-aid training. This helps him to respond to accidents or injuries appropriately. The childminder ensures the suitability of the members of his 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 consistently extend older children's language beyond what they already know.

Setting details

Unique reference number	EY391948
Local authority	Lincolnshire
Inspection number	10285727
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 2009 and lives in Scotter, Lincolnshire. He operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. The childminder holds a recognised early years qualification at level 3. He 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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