

Childminder report

Inspection date: 16 January 2024

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 settle into the childminder's care. The childminder provides a warm and nurturing home-from-home environment. She is attentive, and the children respond well to this as they smile and laugh with her. Children independently access the range of resources that the childminder offers them. For example, children sit and show resilience as they undress and dress a baby doll. The childminder encourages children to persevere and keep trying until they succeed. This contributes to children developing a positive attitude towards learning.

Children sit and share books with the childminder. When the childminder asks them, they name the animals they find and talk about past experiences at a local wildlife park. The childminder uses this opportunity to introduce new vocabulary for children to learn, such as 'salamander' and 'whiskers'. Children happily respond to the embedded routines the childminder has in place. For instance, when a tidy-up song is playing, children work together to tidy away the toys, ready for the next activity. Children are keen to help one another as they lift the toy box together and then celebrate their achievements.

Children love spending time outside in the childminder's garden. They are excited as snow begins to cover the ground and watch in awe as the snowflakes float down from the sky. Children gleefully giggle as they try to catch the flakes of snow. The childminder keeps children safe as they explore the garden, reminding them the ground could be slippery.

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

- When children first start attending, the childminder gathers information from parents about what children know and can already do. She uses this information, alongside her secure relationships with the children, to identify how she can support children's next steps in learning.
- The childminder actively supports children to develop their independence and self-care skills from a young age. For example, children learn to put on their shoes and proudly show how they can put on their coats by laying them on the floor and then reaching back to throw them over their heads. Children are encouraged to manage their personal care. They learn to wash and dry their hands and cut their bananas at snack time. As a result, children's confidence and independence flourish.
- The childminder provides a language-rich environment, which contributes to children's communication skills. Children converse with each other and the childminder throughout the day. Furthermore, during group time, children select toys from a bag, each representing a nursery rhyme. The childminder sings with the children, leaving gaps in the songs for the children to fill in.

- The childminder has high expectations for children's behaviour. She has clear boundaries and rules in place and uses lots of praise to reinforce positive behaviour. The childminder is nurturing and calm in her approach as she models turn-taking to children.
- Children are provided with lots of experiences outside of the childminder's home. For example, children regularly visit local woods and parks. These outings enable them to gain knowledge of the world around them. In addition, the childminder is a part of a support network, which includes other local childminders. She takes children to meet and interact with other minded children, helping to contribute to their developing social skills.
- The childminder regularly seeks professional development opportunities. She utilises the support of other childminders and the local authority advisor to ensure her knowledge of childcare is of a good standard. For example, the childminder has recently attended a training course to help extend her knowledge of how to support children's communication and language skills.
- Parents comment that they are thrilled with the nurturing and stimulating environment the childminder provides for their children. They state they feel informed about their child's day and the progress they are making. Children are excited to share with their parents the trips they have been on and what they have learned when they have been with the childminder. However, the childminder does not provide suggestions or ideas for parents to help support their children's individual learning at home. This will help contribute to partnership working with parents to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- offer parents ideas and suggestions about how they can build on their children's learning at home.

Setting details

Unique reference number	EY470623
Local authority	Lincolnshire
Inspection number	10300967
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	30 January 2018

Information about this early years setting

The childminder registered in 2014 and lives in Skellingthorpe, Lincoln. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the childminder has 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 the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke 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 and evidence of the suitability of persons living in the household.
- Written 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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