

Childminder report

Inspection date: 12 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 enjoy their time at the childminder's. They are confident in their surroundings and have started to develop friendships. The childminder encourages children to be as independent as possible. For example, children are supervised as they use knives to chop their strawberries in half for snack time. Children put their rubbish in the bin, access the toilet themselves and use the drinks dispenser to pour their own water. Three-year-olds persevere as they put on their shoes. When the childminder offers help, children politely refuse and say, 'I can do it myself.' This supports children to do as much as they can for themselves.

Children enjoy outdoor play where they use their muscles and develop their coordination skills. Children kick, roll and throw different-sized balls and carefully climb the large outdoor play equipment. The childminder demonstrates how to use a plastic toy hoop. Children are keen to copy, laughing as they try and swing the hoop on their hips. Children are learning to share. For example, when children want the same resource, the childminder supports them to understand how to play together. Indoors, toddlers explore a soft-play activity. They learn to lift the separate sections, moving and organising them to become small seats and slides. Toddlers pull themselves up onto the small slopes and slide back down.

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

- The childminder is reflective and strives for continual improvement. She has developed a good relationship with the local authority and recently requested an audit of her provision. Feedback was used effectively to bring about further improvement. For example, the childminder has undertaken additional training on child development to enhance her knowledge further.
- Parents are positive and state the childminder has developed a caring relationship with their children. They say their children have made new friends and their speech has developed. Parents state that communication is good. For example, the childminder shares information and strategies regularly with parents, which helps children make good progress.
- Children enjoy singing with the childminder. They organise seats for their friends and get a box of musical instruments. Children eagerly request their favourite songs and join in while playing their instruments. Children cosy up to the childminder to look at colourful picture books. The childminder explains what is happening in the pictures, where children point out things they know. Children copy this action in their own play. For example, they pretend it is bedtime and use blankets to tuck each other in. They pretend to read books, showing each other the pictures. These activities help children develop a love of books.
- The childminder provides activities to strengthen children's small muscles. For example, children concentrate as they use magnetic fishing rods to 'catch'

colourful sea creatures. The childminder provides children with sticker sheets. Children focus, carefully peeling off stickers to give each other. This helps children practise the skills they need for early writing.

- The childminder ensures children's good health. She provides access to fresh drinking water and healthy snacks. The childminder supports children to wash their hands after toileting, after stroking pets and before meals. This helps children to develop good hygiene practices.
- Overall, the childminder supports children to behave well. She is a good role model who encourages children to take turns and use their manners. However, on minor occasions, children refuse to comply with instructions. This is not always pursued further, and the childminder ends up completing the task herself. This gives children conflicting messages regarding what the childminder expects of them and means children are not completing tasks of which they are capable.
- The childminder knows the children well. She understands what she wants children to learn next and embeds this within their play. The childminder has developed a positive relationship with the local school and pre-school. She works with parents to establish a smooth transition as children move on to the next stage in their learning.

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:

- develop and provide a consistent approach to behaviour management strategies, which supports children's understanding of the expectations of their behaviours.

Setting details

Unique reference number	EY536095
Local authority	Lincolnshire
Inspection number	10325902
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 3
Total number of places	3
Number of children on roll	8
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder lives in Boston. She registered in 2016. She operates all year round, from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Susan Hyatt

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 they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents 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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