

Childminder report

Inspection date: 22 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

The childminder has a natural rapport with the children. She knows their individual personalities, likes and dislikes. The childminder offers children toys and activities that they independently select. For example, she provides games as older children enjoy these. This contributes to children developing skills in turn-taking and sharing. The childminder asks all children to help when it is time to tidy away toys, which contributes to their sense of belonging. The childminder welcomes visitors into her home. Children who have been with the childminder from a young age show they feel safe and secure when they confidently greet visitors and show them the childminder's setting.

Children enjoy the activities that the childminder plans to help develop children's small-muscle skills and hand-eye coordination. For example, they quickly become captivated and spend a long time exploring how to fill containers and put coloured rice in piles. Children introduce a narrative and use their imagination when the childminder adds dinosaurs and small-world toys to the rice. The childminder supports children's social skills when she uses positive language, such as 'Are we sharing' to reinforce her expectations. The children use good manners when the childminder models respect and politeness, such as saying 'please' and 'thank you'.

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

- The childminder introduces mathematical ideas to children as they play. Children enjoy learning about numbers and sizes during a story time activity. For example, as the childminder reads a traditional Swedish story about making soup, children count vegetables as they add them to a bowl. The childminder talks to children about the size of potatoes as they mix the ingredients, helping them learn the difference between big and small.
- The childminder promotes good behaviour. For instance, she praises children when they are helpful. However, the childminder does not always encourage children to understand their emotions. For example, she does not ask them to think about and explain how they are feeling when they get upset or frustrated.
- The childminder provides good-quality care and learning for children. She attends training opportunities to help extend her knowledge of how to support children. One example of this is an outdoor learning course. This has helped her recognise how she can provide indoor activities outdoors. The childminder has good links with other childminders. Together, they reflect on their practice and discuss ways to enhance children's learning.
- The childminder builds her curriculum around what the children need to learn next. She focuses on developing children's independence and self-help skills. For instance, the childminder encourages older babies to begin to feed themselves while older children learn to manage their self-care needs. The childminder has

high expectations of what children can achieve. For example, she encourages them to peel their own fruit at snack time.

- The childminder's routine helps her to meet children's needs throughout the day. For example, children go out locally most mornings to get physical exercise and participate in activities, such as a dance session or to explore the grounds of a local stately home. Furthermore, the childminder meets up with other childminders and their children. This helps children to socialise and experience being in a larger group.
- The childminder uses descriptive language and introduces new words to help extend children's vocabulary. Overall, she communicates well with the children. However, the childminder does not fully support children in developing their thinking skills or encourage them to share their ideas and suggestions. For example, she gives children answers and responses to questions rather than encouraging children to respond with their ideas.
- Children show a love of reading and sharing books. Older babies bring books to the childminder, who sits them on her knee to share the story. Babies learn to turn the pages and lift the flaps. The childminder takes children on regular trips to the library to select books which they take home to share with their parents. This helps to promote their early literacy skills.

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 children consistent support to help them recognise and understand their emotions and to manage their frustrations and behaviour
- build on interactions with children to support them in developing their thinking skills and to offer their own ideas and suggestions.

Setting details

Unique reference number	208688
Local authority	Lincolnshire
Inspection number	10311634
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	6
Number of children on roll	3
Date of previous inspection	3 April 2018

Information about this early years setting

The childminder registered in 1994 and lives in Harlaxton, near Grantham, Lincolnshire. She operates all year round, from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder provides funded education for three-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 and the inspector discussed the organisation of the early years provision, including the aims and rationale for the curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a planned activity.
- The inspector took account of written feedback from parents.
- 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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