

# Childminder report

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Inspection date: 29 January 2024

<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 have positive relationships with the childminder, learning how to develop their social skills. For example, younger children sit on the childminder's knee to do actions to nursery rhymes. Children laugh and smile with the childminder when she holds their hands as they lean backwards, pretending to be Humpty Dumpty. Younger children are supported by the childminder to take it in turns. For example, when children pass toys to the childminder, she passes them back. Older children are encouraged by the childminder to be independent. This includes providing children with minimal support to put on boots and asking them to put plates on the table at snack time. Children are supported by the childminder to use knives safely to cut up strawberries for their snack, promoting their safety.

Children are physically active. When older children hold hands and spin around, the childminder asks them if they feel 'dizzy'. This helps children to name how they may be feeling. Children are supported to develop skills in readiness for school, such as their early writing skills. For example, the childminder gives them chunky paint pens to use to make marks on paper. When children begin to draw faces, the childminder asks them to draw eyes, hair, ears and a mouth. Children listen and follow instructions, telling the childminder, 'I am making mummy.'

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

- The childminder plans experiences for children to learn about local attractions. For example, she takes them on trips to farm parks where they have opportunities to learn about different animals. Parents say that they appreciate the childminder taking children to different places of interest.
- The childminder talks to parents daily about their children's experiences with her. She sends them photos of activities that children are enjoying doing. The childminder works in partnership with parents to support children's learning, sharing ideas with them about how they can continue this at home, such as their literacy skills.
- The childminder follows children's interests and uses her knowledge of children's abilities to support their development. This includes helping children to manage their behaviour and to understand the possible consequences of their actions. For example, when children start to swing toys around in the air, the childminder explains that it might hurt someone and to play with the toy on the floor.
- Children are keen to join activities the childminder plans for them. However, occasionally, the childminder offers children a range of learning experiences in quick succession. This results in children flitting from one skill to another and not being able to consolidate their learning. For example, when children are shown how to use weighing scales to measure the weight of cereal, the childminder quickly introduces furry wires for children to thread cereal onto, supporting the

small muscles in their hands.

- The childminder meets with other childminders to discuss how she can make improvements to her practice and outcomes for children. Recent changes include purchasing toys for younger children to encourage them to learn how technology works. She purchases balance bicycles and scooters for older children to help develop their physical skills.
- Overall, the childminder follows children's interests well. However, occasionally, when children show an interest in counting and identifying numbers, the childminder does not help them to build on their knowledge. For example, when children confidently count and recognise numbers to 10, the childminder does not help them to count and recognise numbers beyond this.
- Children's communication and language skills are supported well. For example, the childminder sings nursery rhymes with younger children to help develop their speaking skills. She asks older children a good range of questions to encourage their thinking skills.
- The childminder works in partnership with other early years settings children also attend. For example, she shares information with pre-school staff about children's development. The childminder uses this information to promote consistency in children's learning.
- The childminder helps children to learn about oral hygiene and the importance of cleaning their teeth. For example, she plans activities for children to clean pretend teeth and talks to them about their experiences when they visit a dentist. Children say, 'I got my teeth checked.'

## 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:**

- support children to consolidate their learning during planned activities
- help children to build on their interests and knowledge of numbers and counting.

## Setting details

<b>Unique reference number</b>	208929
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10312170
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	23 April 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Nettleham, Lincolnshire. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

### 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 completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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.
- The inspector took account of parents' 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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