

Childminder report

Inspection date: 31 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe in the childminder's care. They snuggle up to her as they listen to a story and enjoy sharing their news from home. The childminder is caring and nurturing with children.

The childminder encourages children to learn about the world around them. She talks to them about wildlife, nature and the changing seasons. Parents comment on their children's recognition of different species of plants and flowers. This shows that the childminder shares children's learning with parents effectively.

Since the last inspection, the childminder has changed how she manages children's behaviour. She uses different strategies to support children to share toys and be kind to their friends. Children show good concentration and focus as they take part in activities.

The childminder has a confident understanding of what she wants children to learn. She is clear on the milestones that she would like children to reach before they start school. The childminder plans activities that match what children need to learn next. For example, children play games to practise their recognition of numbers. The childminder praises them when they match all the numbers from one to 10 correctly. Children smile with pride at their new-found learning.

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

- The childminder works with parents to learn about what children know and can do. She has recently undertaken training to further her knowledge of child development. The childminder observes children's progress carefully. She talks to parents and contacts other professionals if she is worried about a child's development. This helps children to get the support they need to make progress in their learning.
- The childminder supports children's communication and language skills effectively. She models new vocabulary and explains the meaning of new words. For example, while reading a story, she talks about volcanoes and reminds children where they have heard this word before. Children demonstrate good language skills. They take turns in conversations and listen attentively. The childminder encourages children to talk about the past, present and future. They recall their last birthday and look forward to their next. The childminder models using the correct tense in spoken language. This helps children to further develop their language skills.
- Children are provided with a range of activities to support their physical development. The childminder takes children to play parks to practise their climbing and running skills. She supports children to make healthy choices at

mealtimes and when having snacks. The childminder teaches children to follow good hygiene patterns. For example, children learn to blow their nose into a tissue and to go to the toilet independently.

- The childminder supports children to become deeply involved in their play. Children spend extended periods of time at their chosen activities. The childminder uses children's interests as a starting point for a variety of learning opportunities. During the inspection, children showed a particular fascination with farm animals. The childminder encouraged children to recognise the similarities and differences between the animals and to order them by size. This approach helps children to strengthen their involvement and deepen their concentration.
- Since the last inspection, the childminder has acted promptly to improve the quality of her childminding provision. She has undertaken a series of training courses and has sought professional support. This has helped the childminder to make effective changes. These are now having a positive impact on the children in her care. However, she does not regularly review her practice independently and consider professional development opportunities in order that she can continue to improve.
- The childminder works effectively with parents to share children's progress. Parents share their thoughts on their child's learning. The childminder uses professional guidance to help her check that children are making good progress. She invites parents to take part in her assessments of children's development. Parents who contributed to the inspection noted how well the childminder had prepared their children for school.

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:

- continue to reflect on practice and identify areas for further professional development.

Setting details

Unique reference number	EY288281
Local authority	Lincolnshire
Inspection number	10311096
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	31 August 2023

Information about this early years setting

The childminder registered in 2004 and lives in Caistor, Lincolnshire. She operates all year round, from 8am to 5pm, Monday to Thursday. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two- and three-year-old children.

Information about this inspection

Inspector

Jude Simpson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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