

Childminder report

Inspection date: 11 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 form loving relationships with the childminder. She is very nurturing towards children in her care. Her calm and caring nature enables children to feel secure and emotionally supported. Children settle very quickly in the warm and welcoming environment. They are able to access the toys and resources with ease and independently move around the setting, excitedly exploring their environment.

Children benefit from outings in the local community. The childminder plans activities outside the home to give children new social experiences. She focuses her curriculum on developing children's personal, social and communication and language skills. Children regularly attend playgroup sessions and go on trips to the park to support them in their interactions with others.

Children make good progress in the childminder's care. She ensures that she knows what children can do when they arrive in her setting. Using observations, she assesses the progress children are making in their development and identifies the next steps to enable them to progress further. Children's interests are used to stimulate engagement and participation in the activities across all areas of learning. For example, a child's fascination with cars is used to extend their learning in mark-making and creative activities.

Children demonstrate very positive behaviours. The childminder continuously models good behaviour. She encourages children to use good manners, encouraging them to say 'please' and 'thank you'. She supports children to appreciate their toys and their play environment and act respectfully at all times.

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

- The childminder knows children well. She is aware to monitor for any additional support children require and is aware of the action to take should she have concerns. She understands the importance of sequential learning and building on skills before moving on to other areas of learning. She works closely with other settings to confirm that children's developmental stages are being reached, and she provides transition reports to support children as they move on to school.
- The childminder encourages speech and language communication, as she repeats children's first sounds and babbles. She repeats their efforts of speaking using full sentences and pronounces words clearly to aid children's understanding. Children have opportunities to identify objects. For example, they look at the books and point at the pictures.
- Children have opportunities to practise their walking and develop their balancing skills as they move around the outdoor area. They practise kicking and throwing

with encouragement from the childminder. She supports children to take safe risks as they carefully climb the stairs of the slide. She helps them to develop their confidence as they balance on the slide. Children thrive on the praise the childminder gives them for their accomplishments.

- The childminder encourages children's mathematical development as they routinely count the cars. They count as they prepare to throw the balls. Children hear spatial language as the childminder refers to objects being 'bigger' and 'smaller' and going 'up' and 'down'. They giggle as the childminder uses finger rhymes as they wipe their hands.
- The childminder prepares children for going to school by ensuring they are emotionally prepared and able to form relationships with others, and that they are able to ask for help when needed. She ensures that children develop their independence skills by being able to put on their own coats and shoes. However, independence is not always readily promoted with younger children. For example, they are not always encouraged to complete tasks for themselves, such as taking off their shoes when they are able.
- Partnerships with parents are strong. Parents speak highly of the care and education provided by the childminder. They appreciate her approachability and her ability to keep them updated about their children's development. The childminder knows families very well, and they keep in contact even as they grow older.
- The childminder evaluates her provision and attends statutory training and local childminder network briefings. However, she has not identified specific training that could improve her knowledge and understanding of the curriculum to a higher level.

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:

- help children to develop further their independence skills, such as managing tasks for themselves
- seek wider training opportunities to develop skills and knowledge further and to raise the quality of teaching to the highest levels.

Setting details

Unique reference number	205791
Local authority	North Lincolnshire
Inspection number	10308039
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	7
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 1992 and lives in Scunthorpe, North Lincolnshire. She operates from 7am to 5pm, Monday, Tuesday, Thursday and Friday, all year round. Currently, there are no children in receipt of early years funding. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting, in writing, 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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