

Childminder report

Inspection date: 4 December 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 learn about similarities and differences in people. For example, when they play with dolls that have physical disabilities, the childminder explains that some people can not use their legs. At snack time, children look at their peers and the childminder to compare the colour of their eyes. Children understand the childminder's expectations for them to use good manners at snack times. For example, children say 'down please' when they have finished eating, asking the childminder if they can leave the table.

Children are supported to understand how to use technology. When younger children pass toy phones to their peers, they receive praise from the childminder for sharing. The childminder shows children how to pretend to talk to people on phones. Younger children press buttons on the phones. Older children pretend to talk to their parents. This shows their imagination and how to use technology to communicate with others. Younger children are supported to develop their balance and coordination. For example, the childminder holds onto their hands when they stand and encourages them to walk. Older children develop their knowledge of numbers. The childminder helps them to understand how to count the correct number of objects, pointing to each one in turn.

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

- The childminder places a strong focus on supporting children's communication and language development. For example, she researches information to help her provide activities to support children's language delay. This includes reading children stories, modelling the correct sounds of words and singing songs with children.
- When the childminder reads children stories, children are keen to sit and listen. Children are invited to talk about the images they see on the pages, helping them to follow the story. Older children look at photo books of themselves and their peers and tell the childminder that they are going to tell a story, starting by saying, 'Once upon a time there was a baby.' This shows their understanding of how stories are constructed.
- Children show that they feel safe and secure in the childminder's care. The childminder follows children's play cues. For example, when younger children put their hands over their eyes, the childminder plays a game of peekaboo with them. Children smile at the childminder in response.
- The childminder takes children to playgroups. This is to provide experiences for them to meet and interact with children of a similar age. This contributes to children developing their social skills.
- Children are offered nutritious snacks to promote healthy eating. The childminder helps children to understand the names of vegetables. For example,

when children hold a parsnip and say it is a bad carrot, the childminder shows and explains to children that a parsnip is a different colour to a carrot. Children say that they will try parsnips at Christmas.

- Overall, children behave well. For example, the childminder praises children when they help to tidy away toys and set out chairs around a table at snack time. However, when children become frustrated and upset in their play, the childminder does not help them effectively to understand and manage their emotions and feelings.
- Parents say that their children are so excited to arrive at the childminder's house that they run in without saying good bye. They appreciate getting photos from the childminder to keep them informed about their children's day. The childminder supports parents to continue children's learning at home. For example, she asks them to repeat words back that children say incorrectly to help support their children's developing vocabulary.
- The childminder encourages older children to pour their own drinks. She provides hand-over-hand support when younger children try to do this. However, the childminder does not fully support children to complete other tasks that they are capable of doing on their own. For example, the childminder wipes children's noses; she does not encourage younger children to begin to feed themselves. Therefore, children are not encouraged to take care of some of their personal needs to help build on their independence 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:

- help children to manage their feelings and emotions more effectively
- build on opportunities for children to manage their self-care skills to further promote their independence.

Setting details

Unique reference number	208559
Local authority	Lincolnshire
Inspection number	10364061
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 2000 and lives in Boston, Lincolnshire. She operates all year round, from 8am until 4pm, Wednesday to Friday, except for 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

- 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, indoors and outdoors, 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.
- Written feedback from parents was reviewed by the inspector, who took account of their 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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