

Childminder report

Inspection date: 4 November 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 demonstrate their positive relationships with the childminder and their friends. The childminder focuses on supporting children's personal, social, and emotional development as a key part of the curriculum. She provides activities where children are required to share the resources, such as building blocks. Children practise using their polite manners as they ask their friends to pass them the wooden shapes that they need to construct their imaginary buildings. The childminder praises the children when they say please and thank you. Through this, children's friendships blossom and they embed the social skills that will benefit them throughout school and beyond.

Children enjoy physical exercise and play at the local park. The childminder regularly takes children on outings into the community to extend their learning and development. At the park, children strengthen their large muscles as they climb on apparatus. They learn to balance safely while crossing a wobbly bridge. At first, children follow the childminder's suggestion to hold onto the supporting chains, but after their confidence and skill grows, the children attempt to cross the bridge unaided. This extension in their learning shows that their core muscles and stability are developing.

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

- The childminder has created a curriculum through which children successfully develop age-appropriate skills and learn new information about the world around them. She uses relevant topics to theme the curriculum. For example, children decorate breadsticks to make edible sparklers. They recall their experiences of seeing fireworks and count the ingredients that they need. Through this activity, children's conversational skills develop, including their use of mathematical language.
- Overall, the childminder delivers the curriculum well, and children are making good progress. However, occasionally, she does not give children enough time and support to process information and respond. For example, during counting songs, some children struggle to match their fingers to the number being sung. When this happens, the childminder does not always notice or corrects children's mistakes in a way that helps them to secure their learning at that point in time.
- The childminder uses effective ways of continuing children's learning throughout times of transition, such as when she collects older children from school. She has created activity bags, which children access while in the car, containing resources to support their development, for example a bag containing fidget toys. When children play with these toys, they develop their dexterity and build the small muscles in their fingers. This will later support children when they learn how to hold a pencil for writing.

- Parents confirm that their children are making progress while in the care of the childminder. They predict that their children will be ready for starting school. Parents explain that the childminder provides them with activities that they can do with their children at home. They say they find these activities very beneficial because their children's learning and development are continually being extended.
- The childminder promotes children's independence and self-care skills well. She encourages children to put on and take off their own shoes and coats, which they do so successfully. The childminder allows children enough privacy while still adequately supervising them when they go to the toilet. Children are learning how to look after themselves and attend to their own care needs.
- The childminder implements consistent routines throughout the day, which children know and follow. For example, when children enter the house they place their belongings in designated places. Children know what is expected of them and, as a result, their behaviour is positive.
- The childminder adopts a reflective approach to her practice. She is involved in an online childminder network, where she gathers ideas about new ways of helping children learn and develop. The childminder has acted on the recommendation which was suggested at her last inspection and has developed ways that she can educate children to stay safe while using the internet.

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:

- give children more time and support to process and respond to what they are learning
- develop more effective ways of correcting children's mistakes in their learning.

Setting details

Unique reference number	208735
Local authority	Lincolnshire
Inspection number	10371624
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	3 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 1997 and lives in Lincoln. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector confirmed the suitability of the childminder to fulfil their role.

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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