

Childminder report

Inspection date: 5 March 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

The childminder is warm and nurturing. She welcomes children into her home with a smile. Children show they feel safe and are happy to see the childminder. Young children giggle and excitedly lean over from their parent's arms for her to take them. The childminder embeds clear routines for children. Children take their coats and bags off as they arrive and place them safely in the belongings box.

The childminder supports children's emotions. She takes the time to sit with children while they settle. The childminder encourages children to choose items to play with when they are ready. Young children move their bodies, lift their hands in the air, and request to 'dance'. The childminder responds by playing music for children to dance, move their bodies and develop their physical skills. The childminder provides low footstools to develop children's balance and coordination. Children line them up and carefully balance their way across. They demonstrate previous learning as they hold their arms wide as they walk to the other end.

The childminder encourages children's learning as they explore resources. Children learn to behave well. The childminder models what she expects of children and uses praise to help children understand when they behave well. For example, when older children help their younger friends to do their coats up, the childminder praises their kindness.

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

- The childminder knows the children well. She gathers information from parents and uses her observations of children to understand their interests and what they can do. This supports her to identify what children need to learn next and to plan appropriate activities and environments. The childminder plans visits to the local community to enhance the learning experiences she provides for children. For example, children visit farms to learn about animals.
- The childminder supports children to understand the world. Children get excited when the childminder reminds them about the bulbs they have planted. She teaches children how to look after plants. The childminder shows the children the bulbs and talks to them about the roots and the shoots and what they need to grow. Children respond and point to the different parts of the plant when asked.
- The childminder supports children's language development as she repeats the sounds that younger children make. She names the items that children point to and look at. Children practice using language, such as saying, 'Blue one', as they look at colouring pencils. The childminder models positive communication. She makes eye contact and positions herself well as she interacts with children. She reads books and points to pictures to introduce children to new words.

- Older children share their views about what they enjoy while with the childminder. They say they enjoy painting and playing at being mummies, daddies and babies. Children confidently show pictures of themselves to visitors and talk about them and the fun activities. For example, children learn to bake cakes and decorate them with chocolate and sprinkles.
- Parents recommend the childminder highly. They say how happy and safe their children feel. Parents comment on the engaging activities that the childminder provides their children. They value the feedback they receive at drop off and pick up about their children. Parents state the childminder is supportive of their family needs and provides flexible childcare.
- The childminder builds positive relationships with children and is responsive to their needs. For example, when young children get frustrated, she comforts them. However, the childminder does not help children to understand their feelings or how actions can impact others. For example, when children begin to fall out over the balls they are playing with, the childminder steps in to help them resolve the conflict but does not explain how their actions impact others.
- The childminder risk assesses the environment to ensure it is safe and suitable for children. She supervises children who access the internet and has controls in place to ensure their safety. However, she does not yet support children to understand how to keep themselves safe online.

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 understand their emotions and the impact of their actions on others
- support children to gain an effective understanding of how to safely use the internet and digital technology.

Setting details

Unique reference number	208897
Local authority	Lincolnshire
Inspection number	10316762
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 1992 and lives in Keelby, Lincolnshire. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

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 showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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