

Childminder report

Inspection date: 7 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

Parents say that every day at this childminder's setting is an adventure for their children. This is true. The childminder has dedicated her home to children, offering an environment that sparks their awe and wonder from the moment they arrive. Children strengthen the small muscles in their fingers and develop their hand dexterity while manipulating slime. They practise using these fine motor skills when they thread beads onto a cord. These activities support children to hold tools for mark making, which they do when they decorate the childminder's garden fences with paint and chalk her kitchen walls, which she has transformed into floor-to-ceiling chalkboards.

Children benefit from the outdoor play opportunities and outings that the childminder offers. Two-year-old children identify different fungi, knowing that they are a type of mushroom. The childminder extends this learning further by creating learning cards, which children use to identify different species that they find. The childminder is acutely aware of the risks involved in some of this learning. She is clear about her expectations and what children need to do to stay safe. For instance, during an outing to the farm, children wash their hands thoroughly after feeding lambs and cows. They respond to the childminder's instruction without hesitation.

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

- The childminder builds her curriculum around giving children experiences that they do not get elsewhere. Through this, she supports children's individual development, making sure they are progressing in all areas of learning. The childminder is skilled in her teaching to maximise learning opportunities. However, she is sometimes quick in her communications with children, not always giving them the time that they need to process and respond to questions and play interactions.
- The childminder plans activities to follow children's interests and build on what they know and can do. Recently, children have enjoyed listening to the book 'Superworm'. The childminder has extended their learning by providing slime for children to make their own worms and then practise their scissor skills by snipping the slime. She has also taken children to a forest to find worms. This develops their understanding of the natural world.
- The childminder knows children and their families well. When children first start, she gathers lots of useful information from parents about their child's care needs and development. The childminder spends time finding out what it is like for children at home. She knows when children may require extra support, such as after the loss of a loved one. The childminder tailors her care at these times, using resources such as storybooks to help children understand what is

happening in their family.

- The childminder encourages children to have a 'can-do' attitude. She motivates children to keep on trying when they experience difficulties in their play, for instance when climbing large physical apparatus. When children succeed, the childminder gives them lots of praise, and children show that they feel proud of their achievement.
- The childminder celebrates each child's uniqueness. She helps children to understand the personalities and behaviours of their peers by explaining that everyone has different 'superpowers'. This inclusive approach makes sure that all children, including children with special educational needs and/or disabilities, feel a sense of belonging.
- Children have access to an abundance of books. The childminder has created a library up her staircase, where children sit and read books that they have chosen from different steps. The childminder can explain the reason why she has selected each text. Some are factual to further children's learning after outings, some are fictional, and some help children to understand the diverse world in which we live.
- The childminder subtly prompts children to help shape their positive behaviours. She reminds children to tidy up before starting a new activity, and to turn the light off when they leave a room. This helps children to take responsibility and maintain an well-organised play environment.

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 enough time to process and respond to questions and play interactions.

Setting details

Unique reference number	208972
Local authority	Lincolnshire
Inspection number	10311647
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 April 2018

Information about this early years setting

The childminder registered in 2000 and lives in Bracebridge Heath, Lincoln. She holds a relevant qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday 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
Charlotte Whalley

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 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 childminder spoke to the inspector about children's learning and development.
- The inspector spoke to children and read testimonies written by children to find out about their time at the setting.
- 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 inspector read testimonies written by parents and took account of their views.
- 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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