

Childminder report

Inspection date: 28 October 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 practise fire drills with the childminder to help them learn how to evacuate the home in the event of a fire. These are sometimes carried out with parents to help them understand the procedure to follow. Children remember what they need to do, pointing to the door they need to use to exit the home. Older children show an understanding of behavioural expectations. For instance, they say that they need to be kind and to do this, they could smile at each other or help their peers if they are hurt.

Children learn how to use tools and equipment. For instance, the childminder shows younger children how to use a glue stick to stick leaves onto paper. Children watch and copy the childminder, learning how to make objects stick. Children smile in recognition of the praise they receive when they do this. Children have opportunities to solve problems. For example, when the childminder asks them to find and match images together, children listen and find two images that show two halves of an umbrella. The childminder shows younger children how to put them side by side to make a full picture. Older children are asked to share their knowledge of hibernation. Children confidently say that tortoises and bears hibernate.

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

- The childminder reflects on the experiences she offers children and identifies ways to extend their learning. For example, when she wants children to learn about autumn, the childminder asks them to be physically active and work as a team to find and collect leaves in her garden. Children are creative and use these leaves in their artwork.
- When children first start, the childminder talks to parents about their children's abilities. She uses this information, along with her own observations of children, to help identify what they need to learn next. This includes supporting children's speaking skills. For instance, the childminder shares books with younger children, asking them to recognise images on the pages. Children identify some images and copy the childminder's words when she describes others.
- Parents say that the childminder's home is always full of fun and a safe place where children feel at home. The childminder keeps parents informed about their children's day. For example, she shares photos and holds discussions with them about their children's achievements. The childminder encourages parents to continue children's learning at home. This includes asking parents to encourage younger children to communicate their needs at home.
- The childminder builds on her knowledge of how to support children to understand oral health. She purchases resources to help children to understand how to clean their teeth.

- When the childminder changes children's nappies, this is a positive experience for them. For instance, the childminder talks to children and gives them tasks to complete. Children help her and hold the wipes and their shoes. This one-to-one time helps children to form close emotional bonds with the childminder, helping them to feel secure in her care.
- The childminder takes children to visit places of interest in the community. For example, children attend groups at children's centres to help build on their social skills and interactions with others when they are away from the home. However, occasionally the childminder does not encourage children's social skills in her home. For example, when she cares for older school-age children and younger children, she does not encourage all children to sit and eat together. This means that sometimes younger children sit on their own to eat.
- The childminder completes training courses online. This helps to develop her knowledge of the benefits of providing children with fewer resources. She finds that this helps children to focus and be more engaged in their chosen learning.
- The childminder has rules and boundaries in her home, discussing these with children as matters arise. This helps children to understand what is expected of them. The childminder praises children for their achievements, such as saying, 'well done' when they complete craft activities. This helps to raise their self-esteem.
- The childminder talks to children about road safety when she walks with them in the street. However, she does not fully support children to understand the importance of following good hand hygiene routines.

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:

- build on opportunities for younger children to develop their social skills, such as during snack times
- support children to understand the importance of following good hand hygiene routines.

Setting details

Unique reference number	209285
Local authority	Lincolnshire
Inspection number	10359783
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 1992 and lives in Market Deeping, Lincolnshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and 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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