

Childminder report

Inspection date: 12 September 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 are supported to have a sense of belonging in the childminder's home, helping them to feel secure. For example, children show an interest in looking at photos of themselves and their peers that are displayed on cabinets in the kitchen. When the childminder sings nursery rhymes, she sometimes incorporates children's names into a song. Younger children smile when they hear their name called. Older children are supported to be confident in their abilities. For instance, the childminder encourages them to sing parts of songs on their own during a group time.

Children are asked to take it in turns to wash their hands before they eat, promoting hand-hygiene routines and positive behaviour. The childminder offers them a nutritious range of foods to promote a healthy diet. Children learn about how foods grow. They help the childminder to plant and grow fruit and vegetables in her garden. Children are supported to learn that these foods give them energy. Children have opportunities to be physically active. When children want to stretch objects, the childminder offers them toys and shows them how to do this. Children copy her, holding their arms out wide to stretch the toy. This helps to build strength in the muscles in their arms.

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

- The childminder gathers information from parents about what they want their children to learn. She uses this, along with her observations and assessments of children's learning and their interests, to support them to progress. For example, when children show an interest in doctors, she provides them with pretend doctor's equipment and clothing to support their imaginative play. Children learn how to wear the clothing and use a toy thermometer to check a doll's temperature.
- The childminder involves parents when reflecting on the experiences she offers children. Parents said that they wanted instant information about their children's day. Therefore, the childminder changed the app she uses on her phone to share information with parents. She sends them photos of children involved in activities and ideas about how they can support their children learning at home. This helps to provide a united approach to helping children develop.
- Children build on their mathematics skills. This includes the childminder helping them to develop their understanding of positional language and speed. For instance, when children play musical instruments, the childminder shows them how to play them high and low. When asked, children play the instruments fast and slow.
- The childminder implements a routine to the day. This includes providing opportunities for children to brush their teeth. The childminder helps children to

understand that they need to clean their teeth for a set amount of time.

- The childminder completes training courses to develop her knowledge of how to support children to learn in different ways. For example, when some children show that they like to arrange and order objects, the childminder offers them containers and small trays to allow them to do this.
- The childminder rewards children's positive behaviour. For example, since the COVID-19 pandemic, she supports children to give plants and drawings to people in the community. When children show acts of kindness, she recognises this and asks them to put a heart shape into a jar. When children see the jar, they recognise how much kindness they are giving to others.
- Overall, the childminder supports children's communication and language skills well. For example, she uses some sign language to support children's understanding of the words she uses, such as please and thank you. However, the childminder does not fully support children to think and respond to the questions she asks them.
- The childminder offers children plenty of opportunities to complete tasks on their own, helping them learn skills for the future. For example, when children access water outdoors, the childminder asks them to carry the bowl of water to where they want it in the garden. Children show their strength and do this willingly.

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:

- strengthen opportunities for children to think and respond to questions.

Setting details

Unique reference number	EY222447
Local authority	Lincolnshire
Inspection number	10337240
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 August 2018

Information about this early years setting

The childminder registered in 2002 and lives in Kirby la Thorpe, Lincolnshire. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. 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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