

Childminder report

Inspection date: 12 July 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 creates a warm and friendly home-from-home environment for children. She takes time to get to know children and their families well. Children form close bonds with her. As a result, children feel very comfortable and happy in her care. The childminder encourages children to develop independence and to use good manners. Children choose toys freely and tidy away toys when they have finished playing with them.

The childminder is a positive role model. She has a very calm manner and talks to children in a quiet and friendly tone of voice, supporting their emotional well-being. Minor disputes over toys are quickly resolved, as the childminder is clear and consistent in her approach with gentle reminders to children about taking turns and sharing. Children are developing skills to manage their own feelings and behaviour. For example, they discuss who's turn it is to go first and children respond positively to these boundaries. Children make good relationships and are kind to each other.

Children enjoy playing outside where they have opportunities to be active and enjoy the fresh air. They develop strong physical skills as they move freely around the childminders' garden and choose resources that interest them. Children thoroughly enjoy playing football.

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

- Children enjoy spending time with their friends and the childminder. Children become deeply engaged in their role play. They tell the childminder they are going to the woods. Children use the mud kitchen equipment to make pretend drinks. The childminder actively joins in with children's play to enhance their learning. She questions children to help extend their thinking and provides ideas to develop their self-chosen play.
- Older children enjoy a variety of activities and display increasing concentration and mathematical skill as they compare the weight of objects while playing in the garden. Overall, the childminder follows children's changing interests. However, sometimes when planning more adult-focused activities, the childminder does not fully consider all children's learning needs. Younger children are less engaged. The childminder does not always recognise why this is happening and does not act swiftly to re-engage children in age-appropriate learning.
- The childminder has developed positive relationships with parents. She provides them with regular updates about their child's day and shares how well they are progressing. Parents are happy with the home-from-home feel that the childminder creates. They particularly like how the childminder takes children on

regular trips to introduce them to new experiences and learn new skills. The childminder also establishes effective partnerships with other settings that children attend. There is a successful two-way flow of information that helps to ensure children's individual needs are consistently identified and addressed.

- The childminder promotes healthy lifestyles. Hand hygiene is embedded into the daily routine. Children wash their hands before eating and after they carry out personal care routines. They have easy access to fresh drinking water and regular outdoor play. This helps children to build healthy habits and supports their long-term well-being.
- The childminder completes mandatory training, such as first aid and safeguarding, to ensure her knowledge of these important aspects of her work remains up to date. However, the childminder does not regularly engage in professional development opportunities to refresh her knowledge and understanding of learning and development in the early years. This means there is a risk that the quality of education children receive might dip over time.

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:

- identify and respond swiftly when children show less engagement in their activities
- engage in professional development to sustain the quality of education provided.

Setting details

Unique reference number	EY231202
Local authority	Lincolnshire
Inspection number	10337214
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	16 August 2018

Information about this early years setting

The childminder registered in 2002 and lives in Louth. She operates all year round from 7.30am until 5:30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- This was the first routine inspection the childminder has 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 around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid certificate.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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