

Childminder report

Inspection date: 17 April 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 attend the childminder's home for settling-in visits prior to them starting. The childminder finds out about toys that children like and provides these. She encourages parents to bring children's comforters from home. This helps children to feel secure in her home. When children have their nappies changed, these are positive experiences for them, helping to build on the relationships they have with the childminder. Children are supported to learn about road safety. For instance, the childminder plays a stop and go game with them, encouraging them to listen and respond quickly to her instructions, when they walk with her in the street.

Children are inquisitive, and they enjoy the interactions they receive from the childminder. When younger children are given a choice of two objects, they have opportunities to think and make choices about which one they want. Younger children negotiate how to move toys from one hand to another, so they are able to take toys from the childminder. Children take turns with the childminder when they play with musical instruments. They explore how to use the instruments to make different sounds. Children are supported to follow their interests, such as in counting. When younger children begin to count and when they see numbers, the childminder helps them to understand what numbers come next.

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

- The childminder gathers information from parents about their children's prior learning when they first start. She uses this information, along with her own observations and assessments, to identify what children need to learn next. This includes supporting their communication and language skills. For example, the childminder sings songs with children to build on their early speaking skills.
- The childminder works with parents and other professionals if she has concerns about children's development. This is to provide early intervention for children to help narrow any gaps in their learning.
- The childminder identified that some children struggled to regulate their emotional well-being after the COVID-19 pandemic, so she asks them to breathe in and out and talks to them about what will happen next, such as before she takes them into the community and to different social situations.
- The childminder understands how to help children build on their physical skills. For example, when children sit up and begin to reach for objects, the childminder places toys and resources on sofas and chairs to encourage them to reach to pull themselves up to a standing position.
- The childminder gives parents advice about how to provide their children with healthy food and drinks. Children independently have access to drinking water to keep themselves hydrated. However, the childminder does not support younger children to develop an early understanding of oral health.

- Children are supported to develop a love of books. For example, when the childminder reads a story to younger children, she gives them toys that represent animals they see on the pages. This helps children to follow the story.
- The childminder helps children to learn about animals. For example, she takes them to visit farms to see animals. The childminder helps children to understand the body parts on ducks, such as their eyes and beak.
- The childminder takes children to woodland for fresh air and to learn about the seasons. For example, she shows and talks to children about the changing colours of leaves and trees.
- The childminder reflects on the experiences she offers children. Since her last inspection, she has made changes to her garden. This is to allow children to play and learn outdoors as well as indoors in all weathers.
- The childminder promotes positive behaviour. For example, she uses distraction for younger children to divert them away from any unwanted behaviours. The childminder helps older children to understand the consequences their behaviours may have on others.
- Children are keen to explore the toys and resources the childminder offers them. However, occasionally, when younger children bite down on toys when they are teething, the childminder asks them to take the toys out of their mouths. She does not offer children an alternative when they need to ease their aching gums.

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 younger children to develop an early understanding of oral health
- support younger children more effectively when they are teething.

Setting details

Unique reference number	EY263635
Local authority	Lincolnshire
Inspection number	10337225
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2003 and lives in Caistor, Lincolnshire. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday, 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 4 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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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