

Childminder report

Inspection date: 2 December 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 encouraged to complete tasks on their own. For example, they receive reminders from the childminder to use a step so they can reach the sink to wash their hands. Children are supported by the childminder to use knives safely to spread butter on their toast at snack time. When children have finished playing with toys, they are asked to put them away before getting others out. Children listen to and follow the childminder's instructions and receive praise when they do this, helping to reinforce positive behaviour.

Children copy the childminder, who models new skills. This includes the childminder showing children how to use rolling pins to flatten dough and to roll dough between the palms of their hands to make a ball. These skills contribute to children developing the muscles in their hands and fingers in preparation for early writing. Children are supported by the childminder to understand how they can keep themselves safe. For example, she talks to them about how to be kind to dogs and to ask for the owner's permission before touching dogs they see in the street. Children practise fire evacuation drills with the childminder, identifying when the childminder puts a pretend fire made of tissue paper in the playroom. Children learn how to evacuate the childminder's home safely.

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

- The childminder plans a curriculum to support children's communication skills. For example, the childminder holds conversations with children. Furthermore, she introduces new words to help extend children's vocabulary, such as the names of different animals.
- The childminder supports children to develop a love of books. When she reads to children, the childminder leaves off the end of familiar phrases for children to finish. Children say, 'go through it' at appropriate times in a story. This helps to maintain their attention.
- Parents say they appreciate all the photos and videos they receive from the childminder to help keep them informed about their children's day. The childminder supports parents to continue their children's learning at home. For example, she provides them with books to encourage parents to read to their children.
- The childminder provides experiences for children to carry out acts of kindness to people in the community. For example, she gives children small bunches of flowers to give to people, such as teachers, shop assistants and lunchtime supervisors at a school to put smiles on their faces. This contributes to supporting children to understand how to care for people around them.
- The childminder provides children with experiences to learn how food grows. For example, children help her to plant, grow and harvest vegetables in her garden.

Children play with healthy foods in their play. When asked, they tell the childminder that their favourite vegetable is a potato.

- Children are keen to join activities the childminder plans for them. However, sometimes, the childminder does not effectively implement fully the learning she intends for children. For example, when the childminder wants children to learn different shapes and to develop their counting skills, she does not support them to correctly count the number of sides on different shapes.
- The childminder takes children to visit a range of places in the community, such as childminding groups. This is to provide opportunities for children to develop their social skills when they play and interact with children of a similar age.
- The childminder gathers feedback from parents and children to help her reflect on her practice. For example, children said they wanted more opportunities to use sand, water and herbs outside, so the childminder provided them with a play kitchen. This enables children to follow their interests and understand that their views are important to the childminder.
- The childminder develops her knowledge of how to promote children's oral health. For instance, she takes them with her to visit dentists, helping them to understand about people who can help them look after their teeth.

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:

- implement the intent of planned activities more effectively to help build on what children already know.

Setting details

Unique reference number	EY269039
Local authority	Lincolnshire
Inspection number	10359839
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Nettleham, 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 two-, three- and four-year-old children. The childminder holds an appropriate level 4 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 and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and 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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