

Childminder report

Inspection date: 11 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 have strong bonds with the friendly and caring childminder. They are settled into her care well and they smile confidently as they greet visitors. Children freely explore the easily accessible toys and activities, enabling them to make choices in their play. When children face challenges, they show confidence as they ask the childminder for help. Children enjoy looking at books and choose stories to share with the childminder, helping them to develop a love of books.

The childminder is a positive role model for children. She provides children with gentle reminders to take turns when they play with toys, helping them to learn how to share. Older children work cooperatively together and show high levels of perseverance as they work together and build a track for vehicles.

Children show that they enjoy exploring the childminder's large garden. The childminder provides children with daily opportunities to practise their physical skills. For instance, younger children learn how to climb up steps to access a slide. They develop the large muscles in their legs as they push themselves on ride-on toys. Children use their imagination as they scoop sand and make pretend ice creams, sharing them with their friends as they tell them, 'I'll get the ice cream for you.'

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

- The childminder's induction process helps children to get to know the childminder and her home. Parents provide information about their children's needs, routines and interests. The childminder uses this information, as well as her own observations of children, to plan activities that support children's learning. For example, she provides transport vehicles for children who have this interest, helping them to settle quickly into her care.
- The childminder supports children to follow a routine at snack and lunchtimes that includes sitting together to eat, promoting children's social skills. Children talk to their peers about their food likes and dislikes. The childminder encourages children to try different foods, praising their efforts when they do this. This helps to expand their diet.
- The childminder supports children's language development well. She speaks clearly to children and repeats words children say, to help develop their speaking skills. As children play, the childminder narrates and asks questions to help encourage their thinking skills. Furthermore, the childminder utilises opportunities to introduce new vocabulary to children, such as 'candy canes' and 'cracker'.
- The childminder teaches children to be kind to each other. She provides gentle reminders to children. For example, as children play together, she reminds them

to use their 'kind hands' and 'kind words'.

- The childminder encourages children to complete some tasks independently. For example, she supports children to use a wooden safety knife to cut up banana at snack time. However, children's independence is not consistently supported. There are times when the childminder completes simple tasks that children could do for themselves, such as putting on their shoes, coats and wiping their hands.
- The childminder provides children with opportunities to visit a variety of places within the local community. For example, visits to local parks allow children opportunities to exercise and develop their physical skills as they climb on equipment. Regular visits to a local care home help children build on their social skills as they meet new people and develop positive relationships.
- The childminder has a positive attitude to furthering her knowledge. She accesses training courses to help build on her skills to support children. For example, recent training helps the childminder develop her reading area. As a result, children have a wide range of books that the childminder rotates, promoting children's engagement and focus on supporting their speaking and understanding.
- Parents make positive comments about the care the childminder offers. They state that their children are making progress and have grown in confidence. The childminder provides positive lines of communication and keeps parents up to date with their child's progress. For instance, she provides them with termly reports and information about how they can support their children's learning at home.

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:

- provide further opportunities for children to complete tasks for themselves to help promote their independence.

Setting details

Unique reference number	EY280354
Local authority	Lincolnshire
Inspection number	10363894
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Lincoln. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides places for children who are in receipt of government funding.

Information about this inspection

Inspector
Emma Curry

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 and evidence of the suitability of persons living in the household.
- 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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