

Childminder report

Inspection date: 14 August 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 develops strong partnerships with families from the start. She has well planned, flexible induction arrangements, based on the needs of her families. She works tirelessly to ensure children are happy and settled in her welcoming setting. Children quickly gain the confidence to explore the good range of resources and develop friendships. They learn the importance of cooperating with others and sharing popular resources. The childminder is a really good role model. She has a consistently calm and positive approach that nurtures children's well-being.

Children are well supported with their emotional needs. They form strong attachments with the childminder and her assistant and will seek them out for reassurance, when needed. The childminder successfully uses books and props to teach children about different emotions. Children learn what might trigger certain feelings, such as happiness and sadness. They begin to understand how to manage their own emotions and be sensitive to the needs of others.

The childminder has high aspirations for all children. She plans a curriculum that is dynamic and shaped by children's developing interests. Children are highly motivated and capable learners. They achieve well and gain the core skills and knowledge to support their future success.

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

- The childminder knows the children really well. She observes what sparks their curiosity and the different ways children approach their learning. She uses this information to adapt the curriculum so it continues to be exciting and provide the right levels of challenge. She sensitively encourages less confident children to try new activities to support their independence and extend their learning.
- The childminder demonstrates much commitment to her professional development. She accesses appropriate training to continue to enhance her teaching skills and knowledge. The childminder has meetings with her assistant to support him in his role. She acknowledges that opportunities for his own professional development have not been prioritised, to extend his learning further.
- Children discover the unique features that make up their own community. The childminder takes children on frequent visits to local attractions and amenities. She teaches children about the important jobs that people do to maintain and support the community, such as the police and fire service.
- The childminder skilfully supports children's developing mathematical skills. She encourages children to count with her and points out the numbers displayed in the garden. She uses language, such as 'wider' and 'closer', to develop children's understanding of mathematical language. Children often spontaneously count as

they play together, demonstrating their ability to say numbers in the correct order.

- The childminder promotes children's language and problem-solving skills effectively. She joins in with children as they play and talks to them about what they are doing. For example, she asks children what they need to make model cars. Children tell her they need wheels and discover there are not enough for everyone. She encourages children to think of solutions to this problem, listening carefully as children explain their ideas.
- Children become increasingly independent over time. They confidently select the resources they want to explore and use during their self-initiated play activities. The childminder ensures that the environment is well organised and resources are accessible for children. She teaches children to manage their self-care needs, such as putting on their shoes to play outside.
- The childminder encourages children to be physically active during the day. Children gain coordination and body strength, for example, as they dance and ride bikes. The childminder provides snacks and meals that are balanced and healthy. She talks to the children about foods that promote their good health. Children learn about the lifestyle choices that positively support their health and well-being.
- Parents are highly complimentary about the childminder. They know their children are safe and enjoy a broad range of interesting activities when attending the setting. Parents value the strong, trusting partnerships that are forged with the childminder. They consider her to be an important part of their extended family.

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 appropriate professional development opportunities for the childminding assistant to further support him in his role.

Setting details

Unique reference number	EY298690
Local authority	North East Lincolnshire
Inspection number	10357577
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	0 to 6
Total number of places	12
Number of children on roll	14
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Cleethorpes, North East Lincolnshire. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children. She works with an assistant.

Information about this inspection

Inspector
Rose Tanser

Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the setting.
- The childminder discussed her curriculum intent with the inspector and what she wants children to learn.
- The inspector spoke to parents and read recent testimonials, taking into account their views of the childminder's setting.
- The inspector observed the interactions between the childminder and children and evaluated a joint observation together.
- The inspector spoke to the childminder's assistant and the children present at appropriate times during the inspection.

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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