

Childminder report

Inspection date: 29 February 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 feel safe and secure with the childminder and are confident to interact with her and her assistant. Children eagerly explore the resources in the childminder's home. For example, they enjoy making towers with rubber bricks. Children excitedly knock the towers down and respond with enthusiasm. Children investigate pasta in the role-play kitchen and use construction materials to build. The childminder encourages children to develop their mathematics skills as they count during activities. Children are encouraged to problem solve. For example, they are given time to work out why a large ball does not fit through a small hole. This helps children to persevere and develop independence. The childminder and her assistant act as good role models. They effectively manage children's behaviour and use positive strategies to reinforce their understanding.

The childminder has high expectations for all children's learning and development. She gathers useful information from parents when children first start, including for those children with special educational needs and/or disabilities (SEND). This enables her to provide activities and resources that children are interested in. Children play cooperatively together, share resources and demonstrate that they are happy. The childminder uses funding to help support children's learning and development. For example, she recently purchased sensory resources for children with SEND. Overall, the childminder plans an ambitious curriculum that helps all children make good progress.

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

- The childminder keeps parents well informed about their children's ongoing progress. She regularly shares ideas about how children's learning can be supported at home. This provides children with good continuity of learning. Parents are highly complementary about the childminder. They describe her and her assistant as reliable and friendly.
- The childminder knows the children she cares for well. She monitors children's progress and identifies any emerging concerns in their development. She makes referrals to other professionals. However, when children are awaiting appointments or follow up support plans, the childminder does not rapidly put early intervention strategies in place to help children to make the best possible progress.
- The childminder teaches children about the importance of leading a healthy lifestyle. For example, she provides activities to help children understand the importance of good oral hygiene. The childminder models good hygiene practices, such as putting tissues in the bin and cleaning hands afterwards.
- The childminder promotes children's physical skills and their understanding of safety. For example, she models how to balance carefully when children make

rows of rubber bricks to walk along. Children take part in regular fire drills. This helps them to understand how to evacuate the premises safely and quickly in the event of an emergency.

- The childminder encourages children to be independent and do things for themselves. For example, children learn to wash their hands and put on their shoes independently. Children develop a good range of skills to help them prepare for starting school.
- The childminder regularly reflects on her practice and the experiences she provides for children. She completes training and shares this knowledge with her assistant. The childminder and her assistant keep their knowledge of safeguarding up to date. The childminder works closely with her assistant to help maintain the good quality of interactions. However, the childminder has not identified that the outdoor curriculum is not as precisely planned and purposeful as indoors. This means the intent for outdoor learning experiences are less focused.
- Children are curious as they investigate the sounds different musical instruments make. They develop an understanding of cause and effect as they use simple technological equipment. For example, children press buttons in books that make noises. The childminder uses books, songs and rhymes to help extend children's vocabulary.
- Children develop an awareness of cultures and traditions. For example, they enjoy learning about festivals and celebrations from around the world. Children are keen and inquisitive learners. They help to feed the childminders budgerigars, which promotes children's understanding of how to care for living animals.

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:

- strengthen early intervention strategies, to help children to catch up in their development more rapidly
- develop the self-evaluation process further to identify a more targeted plan for the outdoor curriculum.

Setting details

Unique reference number	EY299894
Local authority	North Lincolnshire
Inspection number	10308170
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 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	23 March 2018

Information about this early years setting

The childminder registered in 2005 and lives in Scunthorpe. She operates all year round from 7am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3 and works with an assistant. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

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 their evaluation of her setting.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector viewed areas of the childminder's home used for childminding.

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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