

Childminder report

Inspection date: 30 January 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 provides a welcoming and homely environment where children feel safe and secure. She builds warm and secure relationships with children and gets to know them well. As a result, children demonstrate that they are emotionally secure and settled. The childminder plans activities based on the children's current interests, supporting their learning and development. This helps children to sustain their engagement in activities for long periods of time, developing their concentration. For example, children remain focused as they build a train track. They develop their imaginations as they make up stories and add props.

Children learn to behave well, as the childminder has high expectations for behaviour and is a positive role model. As children play together, the childminder models how to share and encourages children to do the same. Children listen carefully to instructions and help with daily tasks, such as tidying up, demonstrating their growing independence skills.

Children learn to care for and nurture animals as they help to feed the childminder's pet chickens. The childminder supports children's understanding as she talks to them. Children learn the importance of looking after their personal hygiene needs and washing their hands after helping. Older children take on the task of helping to feed the childminder's dogs. This gives children a sense of responsibility. The childminder offers regular praise and helps children to develop good self-esteem.

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

- The experienced childminder knows what she wants children to learn. She plans activities to help children build on what they already know and can do. The childminder gathers information from parents regarding children's starting points and reviews their progress. This helps her to plan the next steps in their learning. As a result, all children are supported to make good progress and are well prepared for the next stage in their learning.
- The childminder has recently completed a childcare qualification and uses her new-found knowledge to help improve practice to benefit children. She takes part in regular online training and ensures that she keeps her knowledge up to date. This enables her to reflect on her practice.
- The childminder supports children's early literacy skills and positively promotes their love of books. Children are keen to access books independently, and they sit comfortably as they learn to turn the pages carefully. They enjoy listening to stories read enthusiastically by the childminder. They are encouraged to talk about what they can see in the pictures.
- The children have varied opportunities to practise and develop their physical

skills. For example, toddlers use sit-and-ride toys, learning to steer and negotiate the space around them. The childminder engages children in energetic action songs. Children learn to control their body movements as they join in.

- The childminder places a strong focus on building children's early understanding and speaking skills. She successfully models simple and repetitive language to help younger children develop vocabulary. However, occasionally, the childminder asks older children questions that require one-word answers. This does not support children's thinking skills or challenge them to use additional language and build on their conversational skills.
- The childminder builds positive relationships with parents. She regularly shares information about children's development and what they have been doing each day. Parents comment that they are happy with the caring childminder and feel their children are making good progress.
- The childminder supports children to develop good social skills. Children learn to show kindness as they play together and give each other spontaneous cuddles. They develop a positive attitude to learning and want to succeed. For example, children persevere as they build a rocket together. The childminder provides gentle encouragement, helping children to find solutions to problems. Children clap with one another and are proud of the finished result, developing their self-esteem and self-confidence.
- The childminder takes every opportunity to develop children's early mathematical language and counting skills. For example, during snack time, the children are encouraged to count out their blueberries. This helps children to sequence their counting and match it to the number of objects, which in turn supports the development of their mathematical understanding in preparation for school.

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:

- extend communication and language strategies to support older children to develop their thinking and conversational skills.

Setting details

Unique reference number	EY375448
Local authority	Lincolnshire
Inspection number	10308256
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	3
Number of children on roll	3
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2008 and is located in Woolsthorpe by Colsterworth, Grantham. She operates on Mondays and Tuesdays, all year round, except for bank holidays and family holidays. Sessions are from 8.15am to 5.30pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Kate Francis

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 the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the organisation of the early years provision, including the aims and rationale for the curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a joint observation.
- The inspector read written reviews and statements from parents to gain their views of the childminder's setting.

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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