

Childminder report

Inspection date: 13 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 builds positive relationships with all children. She spends time with them in her home with their parents before the children start their sessions. This supports children to feel comfortable and confident to enter her home when parents drop them off. The childminder supports children who speak English as an additional language and helps them to learn words in their home language. She gathers key words from parents, such as 'toilet', to use with children to support them in understanding her routines and behaviour expectations. Children begin to understand what is expected of them and learn to behave well. When needed, the childminder reminds children of the rules, such as walking inside.

The childminder teaches children how to take care of themselves. For example, children practise wiping their nose. The childminder instructs them to use their fingers to pinch the tissue around their nose and to blow through their nose. This contributes to children's independence skills. Children build their understanding of how to keep themselves safe in the sun. The childminder shows them how to apply sun cream. Children enjoy rubbing the sun cream on their arms as the childminder explains how this keeps their skin safe. Additionally, the childminder gives reminders to children, for example how to sit down properly when going down the slide. This helps children to understand how to use equipment safely.

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

- The childminder understands child development and knows what she wants children to learn. She offers children a range of experiences that support them to learn across all areas of the early years foundation stage. For example, children learn new words, such as for different types of sharks. They use the new words in their play as they identify a 'hammer shark'.
- The childminder assesses children and identifies individual next steps for every child. During play experiences, she helps children to gain new knowledge and skills. For example, the childminder helps them to learn how to use a pretend fishing rod. She shows them how to reel the line down into the water and how to use the magnet on the end to catch fish. However, when the childminder delivers her activities, she does not always link them to the next steps she has identified for children.
- The childminder provides children with a range of physical experiences. She describes to children how to use the pieces of play equipment. Children follow the instructions as they use their hands to hold onto rings and swing their bodies forwards with their legs. Consequently, children develop upper body strength. Children learn to climb up stairs safely. They hold the hand rail and step one foot at a time. This supports children's leg strength. The childminder demonstrates positions for children to move their bodies into, such as a 'star' with arms

stretched high and legs apart, which develops children's balance and coordination.

- The childminder supports children's behaviour. She shows children what she expects by modelling and joining in activities. As children play together they occasionally disagree over the toys they are playing with and become sad. The childminder supports children to resolve the conflict and learn ways to manage their own feelings. However, children are not fully supported to understand the impact of their actions on the feelings of others.
- Parents comment on the impact the childminder has on their children and on them as a family. The childminder offers flexible sessions, which helps parents with their employment. Parents add that their children's social skills have improved since attending the childminder's setting. The childminder communicates well with parents and helps them to understand how they can support children's learning at home. For example, she helps parents to understand the importance of looking at books with their children to develop their vocabulary and attention.
- The childminder reflects on the activities she provides. She responds to children's interests and extends what children can learn. For example, she introduces different pots and pans to support children to develop an understanding of mathematics. Children learn when their pots are full and empty as they tip water in and out of them, which helps them understand capacity.
- The childminder extends her knowledge. She attends online training, which gives her further ideas for experiences she can provide for children. For example, she takes children on the train to develop their understanding of how to use public transport safely.

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:

- support children to progress more rapidly towards their individual next steps during adult-initiated activities
- support children's behaviour further, to help them understand the impact their actions have on others.

Setting details

Unique reference number	EY394225
Local authority	Lincolnshire
Inspection number	10338352
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Grantham, Lincolnshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers overnight care and alternate session times, subject to prior arrangement. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

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 childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector engaged with the children at appropriate times.
- Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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