Childminder report

Inspection date:	29 January 2020

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel settled, safe and secure in the childminder's care. All children develop secure emotional attachments to the childminder. For example, babies periodically select the toys they wish to play with and slowly manoeuvre themselves backwards until they are sitting on the childminder's knee. They explore their chosen resource with the childminder, before going off in search of another toy. Older children enjoy cuddles from the childminder and they then mirror this behaviour as they offer cuddles to their younger peers. Children behave well, develop confidence and show good social skills. For example, babies share their toys with the inspector and older children speak with her, answering simple questions. When the children see the childminder's grandparents, who live within the home, they also enjoy sharing their toys and experiences with them.

All children are supported to achieve from their unique starting points. Children happily engage in an interesting range of activities and play experiences, which successfully supports their ongoing development. Children, including babies, benefit from accessing a range of books. Babies enjoy choosing interactive books to look at with the childminder. Their language skills are promoted as the childminder points to the pictures in the book and says the associated words. Older children benefit from listening to a wider range of stories during weekly visits to story and activity groups at the library.

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

- Children's communication skills are promoted well. The childminder continually talks to children as they play, explaining and discussing what they are doing. She listens to babies babbling and she responds to their attempts at communication. As children get older and rapidly begin to learn new words, the childminder listens carefully and acknowledges what they have to say. Unclear words are repeated back to the children with the correct pronunciation as the childminder builds on their language skills.
- Overall, children are stimulated and challenged as they engage in an interesting range of play experiences. However, the childminder sometimes intervenes too quickly in their play. This means that children are not consistently supported to think about and solve their own problems. For example, when playing with the stacking cups, a child correctly identifies the colours of each cup as they line them up on the floor. As the child tries to re-stack the cups, they are unable to do this as they have not chosen the largest cup to go first. The childminder advises them why this is not working without firstly encouraging them to consider this for themselves.
- The childminder works in partnership with parents to meet children's individual needs. Diaries, discussions and progress reports keep parents well informed

about their children's ongoing care, learning and development.

- Children develop their creativity during sticking and painting activities, and their imagination when playing with the small-world resources. Babies have fun developing their hand-to-eye coordination as they post coins into a large toy pig.
- Children enjoy watching the images change on the digital photograph frame. They identify their peers and delight when they see an image of themselves at play. The childminder encourages children to identify who is in the photograph and what they are doing. This builds on children's communication skills.
- Children's awareness of wider society is promoted through simple activities planned around cultural and religious events. The childminder speaks to parents about their backgrounds and beliefs, ensuring cultural events that are specific to each family are promoted within her setting. This helps all children to feel valued and included.
- Children benefit from being physically active in the childminder's garden and at indoor activity areas. They are also provided with opportunities to plant and grow flowers and vegetables in the childminder's garden. This helps children to learn how things change and grow over time.
- Children's good health is promoted through the provision of healthy, home-cooked meals. Their independence with their self-care skills is promoted well. For example, children use their own flannels to clean their faces after meals. They are encouraged to use a mirror so that they can see their reflection and ensure their face is fully clean.

Safeguarding

The arrangements for safeguarding are effective.

Children are cared for in a safe environment where they are closely supervised by the childminder. The childminder has completed safeguarding training and is well aware of the procedures to follow if she has any concerns about a child's well-being. The childminder talks to children as they play, offering gentle reminders to encourage them to play safely. For example, the childminder reminds a child to jump on the floor and not the sofa because they may fall. However, children's awareness of how to safely use technology that accesses the internet has not been explored by the childminder.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide children with more opportunities to think and find solutions to their own problems during their play
- consider how to support children's awareness of how to safely use online technology.

Setting details

Unique reference number	EY413007
Local authority	North Lincolnshire
Inspection number	10117495
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 November 2014

Information about this early years setting

The childminder registered in 2010 and lives in Barton-upon-Humber. She operates from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector
Melanie Arnold

Inspection activities

- The childminder explained to the inspector how she organises her home and resources to support children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and childminder evaluated the quality of teaching and children's learning during an activity.
- A range of documents were sampled during the inspection, including training and insurance certificates.

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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