

Childminder report

Inspection date: 14 October 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 are supported to develop a range of key skills over time so that they are well prepared for their future learning. For example, the childminder plans activities for children to engage in that support their attention and focus. They concentrate as they are encouraged to sort the different coloured bears into matching-coloured bowls. The childminder extends their learning by encouraging them to place them in size order. Children remain engaged for a good length of time due to the childminder's positive engagement. Once they have finished with the activity, it is left out so that children can return to it at any time and practise their skills. Returning children are supported by the childminder to then use tweezers to pick up the bears. This helps children to develop their physical skills.

Children's communication skills are supported as the childminder talks to them as they play. When children use any unclear words, the childminder repeats these back to them clearly so that they hear the correct pronunciation. The childminder places a strong emphasis on helping children to learn good manners, rules and boundaries. This helps children to behave well and stay safe, as they are aware of the childminder's expectations. For example, when children say, 'I want,' the childminder asks them how they should ask nicely for what they want. This reminds children to say 'please'.

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

- When children first start, the childminder obtains information from parents about the children's individual needs and abilities. She then spends time getting to know the children, helping them to feel confident and secure in her care.
- The childminder monitors children's progress so that she can ensure every child is achieving in line with their needs and abilities. She helps children to build on what they already know and can do as she engages in their chosen play. She also plans interesting activities so that they can further develop their skills.
- A few books are accessible to children in the learning environment. However, the childminder acknowledges that some children show little interest in listening to stories or looking at books. She has not considered how to make books and storytelling more interesting so that all children learn to enjoy books and benefit from the learning provided.
- The childminder introduces counting into children's play. When children are sorting the bears, they are encouraged to count how many they have in each group.
- Children are supported to develop their fine motor skills as they learn how to move the different objects on the activity board. They carefully manoeuvre beads along curvy wires. They push blocks up and down and enjoy spinning the circles round. As children move each object, the childminder introduces them to

associated words, such as 'spinning,' 'up,' 'down' and 'push'.

- Children practise good hand washing routines as part of the daily routine. However, the childminder does not take the opportunity to support children's awareness of why they should do this, even when they start to ask why.
- Children learn important safety messages during their general play. For example, children are encouraged to sit nicely so that they do not fall. When they attempt to stand on chairs or the sofa, they are reminded that they are not allowed to do this as it is unsafe. The childminder also reminds children not to place toys in their mouth as they may choke on them.
- Younger babies are provided with cushioning so that they can lay down and play comfortably on the floor with their own range of toys and resources. The childminder purposefully positions resources on furniture that is off the floor when babies are beginning to develop their physical skills. This encourages them to pull themselves up to stand as they access the resources.
- Opportunities are planned and provided to help children to develop their mark-making skills. This includes pencils and paper as well as resources such as magnetic drawing boards.

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:

- consider how to support all children's interest and enjoyment in books
- help children to understand the reasons for developing good hygiene routines.

Setting details

Unique reference number	EY446505
Local authority	North Lincolnshire
Inspection number	10357581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2012 and lives in Scunthorpe. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views about the childminding provision with the inspector.

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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