

Childminder report

Inspection date: 31 May 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 show positive relationships with the childminder and her assistant. For example, they go to them for cuddles when they need reassurance. Children understand the routine of the day embedded by the childminder. This helps children to know what to expect and to feel secure in her care. For example, children understand they tidy up the toys when a familiar song is played. This activity helps to give them a sense of responsibility for caring for the environment. Children learn about different occupations and the people who help them. They play with doctor's tools, such as a stethoscope, and learn that it is used to listen to their heart beating.

Children complete tasks on their own. For example, before they go outside, older children put on their shoes and younger children are supported by the childminder to push their feet into their shoes. Children are encouraged to keep trying when they begin to learn new skills. For instance, when they are given scissors and struggle to use them, the childminder shows and explains to children how to cut paper. This encourages children to persevere, and when they cut the paper, they say, 'I can do it, I am doing really well.' Children receive plenty of praise from the childminder and her assistant when they achieve this, helping to raise their self-esteem.

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

- The childminder and her assistant attend training courses that help develop their knowledge of how to plan activities that offer children new experiences. For example, they take children on train rides to learn about different forms of transport. They help children to learn about foods from around the world, offering them opportunities to try different foods.
- When children first start attending, the childminder gathers information from parents about children's abilities. She uses this information, along with her observations and assessments, to identify what children need to learn next. This includes supporting some children's communication and language skills. For example, when children say words incorrectly, the childminder repeats them, so children hear the correct pronunciation.
- The childminder helps children learn to keep themselves safe when they use technology. For example, she allows children to access age-appropriate information on devices on the internet for a set period. The childminder helps them understand that if they are unsure about anything that appears on the screen, they need to tell her.
- The childminder and her assistant are good role models for children. For instance, when they praise children for sharing, children copy this and praise their peers for taking turns with them to roll toy cars down a ramp.

- The childminder and her assistant know the children well. However, they do not always help children build on what they already know. For example, when children ask why they have water to drink, the childminder does not help them understand the benefits of this on their health.
- The childminder provides children with their own toothbrushes. She supports children to clean their teeth after mealtimes. This contributes to promoting children's oral hygiene.
- The childminder and her assistant help children to learn about places of interest in the local community. For example, they take them to play parks for physical exercise. However, when children ask to play in the garden, the learning opportunities the childminder and her assistant offer children are limited. This results in children wanting to play with the same toys at the same time, such as a ride-on toy.
- The childminder uses additional funding that some children receive effectively. For instance, this includes spending the money on toys to develop the muscles in children's hands in preparation for writing. This helps to close gaps in their learning and to prepare them to their move on to school.
- The childminder discusses with her assistant how they can make improvements to the experiences they offer children. Recent changes include reducing the amount of toys available for children indoors to help their attention and focus when they play with toys.

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:

- develop interactions with children to help extend and build on their learning
- enhance learning opportunities for children outdoors, particularly for those who prefer to learn outside.

Setting details

Unique reference number	EY460889
Local authority	Lincolnshire
Inspection number	10337163
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	0 to 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2013 and lives in Holbeach, Lincolnshire. She operates all year round, from 8am until 5pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification. She works with an assistant.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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