

# Childminder report

<b>Inspection date</b>	24 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The childminder offers settling-in sessions for new children and parents to attend prior to starting. This helps the childminder to get to know children and for children to become familiar with the childminder. This effectively promotes children's emotional well-being.
- The childminder works well in partnerships with other professionals and childminders to help support those children who have special educational needs and/or disabilities.
- The childminder observes and monitors the progress children make. She uses this to plan for what children need to learn next. The childminder plans activities and also allows children to develop their own learning through self-chosen play.
- Children make good progress in their learning. Younger children have opportunities to develop their early speaking skills. For example, the childminder sings nursery rhymes and names objects that children use during play.
- The childminder evaluates her provision well. Recent changes to information gathered from parents when children first start help her to establish children's learning abilities on entry.
- Children demonstrate a sense of belonging in the childminder's home. They confidently select resources to promote their interests.

### It is not yet outstanding because:

- Sometimes, the childminder is not highly effective in helping younger children to develop skills to manage their feelings and to compromise during play.
- The childminder has not targeted professional development opportunities to help her raise the quality of her teaching practice even higher.

## What the setting needs to do to improve further

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

- use all opportunities to help younger children to manage their feelings and to learn to compromise during play
- strengthen plans for professional development opportunities to raise the quality of teaching practice even higher and to provide opportunities for children to learn at the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children.
- The inspector took account of the views of parents through reading the written feedback provided.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder attends child protection training and has a very good understanding of the signs that would cause concern about children's welfare. She knows where to report concerns about children in her care. The childminder is aware of her responsibility to notify Ofsted about any changes to her circumstances. She completes thorough risk assessments of her home and removes or minimises identified hazards. The childminder helps children to learn about how they can keep themselves safe. For example, she talks to them about road safety and carries out emergency evacuation drills in her home. The childminder shares information with other early years settings that children attend. This includes sharing children's levels of learning and strategies to help children to settle if they are upset. This promotes consistency in their learning and care needs.

### Quality of teaching, learning and assessment is good

Children are happy and are keen to follow their interests in play. The childminder weaves mathematical language into her play with children. This helps them to learn numbers and counting. The childminder helps children to learn about how to care for and respect animals. Children go with the childminder when she takes her rabbit to the vet. This helps them to learn about different occupations. The childminder provides opportunities for children to learn about their local community. She takes them for walks in the village and talks to children about what they see, such as tractors and animals. The childminder helps children to develop their understanding of healthy eating. Children help the childminder to grow vegetables, such as cucumbers and tomatoes, and eat these for a snack. The childminder shares children's learning with parents and offers them ideas and suggestions to help them to support their children's learning at home; for example, to promote their independence.

### Personal development, behaviour and welfare are good

Children behave well. The childminder asks children to help tidy away toys when they finish playing with them. This helps children learn to care for toys and the environment. The childminder encourages children to be independent. For example, she encourages them to serve themselves food at mealtimes and to wash up plates and cutlery afterwards. The childminder encourages babies to develop their physical skills. For example, she puts toys just out of their reach to help encourage them to develop their crawling skills.

### Outcomes for children are good

Children are motivated to learn. They make good progress from their starting points. Children develop skills for their future learning. Young children explore through their senses. They put toys in their mouths and feel the texture of different materials on their hands. Children demonstrate good listening skills and follow simple instructions.

## Setting details

<b>Unique reference number</b>	EY537155
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10077260
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Fulstow. She operates all year round, from 8am until 6pm from Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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