

Childminder report

Inspection date	2 November 2018
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 promotes children's independence well. She encourages them to take off their shoes and coats when they arrive and gives them plenty of time to achieve this on their own. Children are confident, motivated to learn and enjoy their time with the childminder.
- The childminder completes a written summary of children's progress between the ages of two and three years and shares this with parents. She encourages parents to take this to their children's health check to promote a united approach to helping children develop.
- The childminder effectively helps children to develop their communication and language skills. She asks them a good range of questions. This helps children to think for themselves. Parents comment positively about the childminder. They say that she has contributed significantly to their children's developing vocabulary.
- Children behave well. The childminder gives them plenty of praise and encouragement during activities. This encourages children to keep trying and helps to raise their self-esteem.
- Children demonstrate a good imagination. The childminder talks to children about the play food they use. She introduces the names for different foods, such as 'broccoli', which helps younger children to learn new words.

It is not yet outstanding because:

- Although the childminder works well in partnership with parents, she does not extend this to sharing ideas and suggestions about how parents can continue to support their children's learning at home.
- The childminder does not consistently share information about children's achievements and abilities with other early years settings that they attend, to support children's care and learning further.

What the setting needs to do to improve further

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

- strengthen the good partnerships with parents further and provide them with ideas and suggestions about how they can continue to support their children's learning at home
- share more information about children's achievements and abilities with other early years settings children attend and to help children to learn at the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 has completed child protection training and knows the procedures to follow in the event of concerns regarding children's safety or welfare. The childminder uses safety equipment in her home. She has barriers across the bottom of stairs to stop children from accessing rooms upstairs on their own. She provides children with a step to enable them to reach to wash their hands in the bathroom. This helps children to manage their own personal hygiene routines. The childminder extends her professional development well. This helps her to develop her understanding of the need to, sometimes, stand back, observe children and enable them to lead their own play. Self-evaluation is effective. The childminder rotates her toys and resources depending on the age and interests of the children who attend.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors the progress they make. Children enjoy looking at pictures of themselves and others. The childminder asks children if they can remember what happened in the pictures and the names of other people. This helps children to recall from memory. The childminder provides plenty of opportunities for children to develop their mathematical skills. She points to different shapes and names these, helping children to develop their understanding of shapes. When children play with a toy cash register, the childminder asks children how many coins they have. The childminder talks to parents daily when they drop off and collect their children. She provides them with a 'diary', showing information about their children's care routines and achievements.

Personal development, behaviour and welfare are good

The childminder makes sure that children receive fresh air and exercise daily. She takes them to the local park to help develop strength in their bodies on larger equipment. In the childminder's garden, children have opportunities to go down slides. They learn how to care for animals, when they help the childminder to look after her guinea pigs. The childminder provides children with opportunities to learn about their local community. She takes them to local shops and the library. The childminder talks to children about how they can keep themselves safe when walking in the street. She makes sure that children either hold her hand or are in pushchairs. The childminder talks to children about road safety.

Outcomes for children are good

Children make good progress from their starting points in learning. They develop skills for future learning. Children are keen to arrive and play with the toys offered. Children develop their problem-solving skills, for example, when they put a toy car track together. They talk to the childminder about the different colours of the cars they put on the track. Children develop their creative skills. They stick resources onto paper and talk about what they are using, such as 'googly eyes'. Children show good levels of concentration and are emotionally secure.

Setting details

Unique reference number	EY377190
Local authority	Lincolnshire
Inspection number	10059671
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 January 2015

The childminder registered in 2008 and lives in Dunholme. She operates all year round from 6.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification in childcare. She provides funded early education for two-, three- and four-year-old children.

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