

# Childminder report

<b>Inspection date</b>	8 November 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 children a good range of toys and resources indoors and outdoors that promotes their interest well. Children are confident and motivated to learn. They make good progress in their development.
- The childminder shares information about children's achievements with parents. She encourages them to share their own observations of children at home, showing events in children's lives and their interests. This helps the childminder to plan for children's learning.
- Parents comment positively about the childminder. They say that she is very welcoming and easy to talk to. They talk about working with the childminder to overcome their children's fears of using the potty.
- The childminder takes children into the community to different groups. She provides them with opportunities to mix with other children that helps to develop their social skills.
- Children enjoy being physically active. In the childminder's garden, they throw a ball to the childminder. Children say 'catch' when they hold out their hands to receive the ball. This helps children to learn to share and take turns.
- The childminder observes and monitors the progress children make in their learning. She uses this to identify what children need to learn next. The childminder plans activities which she tailors well to children's needs.

### It is not yet outstanding because:

- The childminder does not have highly effective strategies to share information about children's achievements with schools to support consistency in their learning even further.
- The childminder does not make the most of opportunities to extend children's understanding of healthy eating.

## What the setting needs to do to improve further

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

- strengthen the procedure for sharing information about children's learning and achievements with schools which children move on to, to promote consistency in their development
- provide children with more effective opportunities to develop their understanding of healthy eating.

### 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

The childminder extends her professional development. She completes training online and has embarked on a level 3 qualification in childcare to help extend her knowledge of how children learn. Safeguarding is effective. The childminder knows the signs that may suggest a child is at significant risk of harm. She assesses risks in her home and removes any identified hazards. The childminder talks to children about road safety, helping them to learn about how to keep themselves safe when walking in the street. The childminder gathers the views of parents to help her to identify ongoing improvements to her provision. Self-evaluation is effective. She has used self-evaluation to help her identify children's next steps in learning more effectively.

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

The childminder finds out information from parents about their children's care and prior learning when they first start. This helps her to form an initial assessment of children's development and to plan activities that help children to make good progress in their learning. The childminder demonstrates good teaching. She values children's comments and repeats words back to children, promoting their speaking skills. Children are confident communicators and make very good progress in their communication and language skills. The childminder provides children with opportunities to develop their creative skills. She shows children how to use icing tubes to decorate a cake. Children develop good hand-to-eye coordination when they squeeze the tubes. They confidently tell the childminder, 'it's tricky'.

### Personal development, behaviour and welfare are good

Children demonstrate a good relationship with the childminder. They talk to her about their needs and hold onto her tightly when they learn to care for their toileting needs. Children are emotionally secure and behave well. The childminder helps children to manage their behaviour. She reinforces good manners and talks to children about being respectful to others. Children learn to care for the environment. The childminder encourages children to help tidy away toys. Children demonstrate a good understanding of managing risks, such as when children remind the childminder of the dangers when she uses scissors. The childminder makes sure that children go outdoors every day. She takes them to woodland areas and encourages children to run and kick balls. This helps them to develop their physical skills.

### Outcomes for children are good

Children are happy and motivated to learn. They develop important skills for future learning. Children demonstrate their understanding of technology. They hold a telephone and use their fingers on the screen. Children show their independence, for example, when they wipe their face after eating and attempt to put on their wellington boots. They explore different textures to help develop their senses. Children talk about sand being cold and soft. Children make good progress from their starting points in learning.

## Setting details

<b>Unique reference number</b>	EY536095
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10079335
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Boston. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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