

Childminder report

Inspection date	22 August 2018
Previous inspection date	20 July 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 has good relationships with parents. She shares information with them daily about their children's learning and gathers information about children's prior learning and care routines when they first start. Parents comment very positively about the childminder and how she helps them with weaning children from breast feeding to bottle feeding.
- The childminder extends her professional development. She attends training courses to help develop her understanding of how young children learn.
- The childminder works well with health professionals to support children who have special educational needs and/or disabilities. This provides a united approach to helping children develop. Children make good progress in their learning.
- Children are happy and confident to explore and investigate the good range of toys and resources that is offered. The childminder offers children toys that promote their interests when they first start, helping them to feel safe and emotionally secure.
- Babies make good progress in their physical skills. The childminder holds out her hands and encourages them to take their first steps.
- Children behave well. They learn to share and take turns when they play alongside others. The childminder gives children plenty of praise and encouragement to help raise their self-esteem.

It is not yet outstanding because:

- The childminder does not share enough information about children's learning and development with other playgroups that children attend to help increase opportunities for children to take their learning to a higher level.

What the setting needs to do to improve further

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

- strengthen partnerships with playgroups that children attend and share more information about children's development to help them to take their learning to a higher level.

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 has made many changes since her last inspection. This includes rearranging her home to provide children with more space to play and to select resources. She gathers the views of parents to help her to evaluate her provision. Safeguarding is effective. The childminder has a good understanding of the signs that may suggest a child is at significant risk of harm. She knows where to report concerns about children's safety. Measures are in place to promote children's safety if they are collected by other people. The childminder risk assesses her home for potential dangers and removes identified hazards. Occasionally, she works with her assistants and supports their practice well. For example, she offers them training opportunities and shares her policies and procedures.

Quality of teaching, learning and assessment is good

The childminder knows children well. She observes children and assesses their development. This helps her to identify how she can support children next in their learning. She promotes children's communication and language skills effectively. The childminder repeats the noises that babies make and sings songs with children to help them learn rhyming words. She asks older children a good range of questions and gives them plenty of time to respond. The childminder is skilled at differentiating activities depending on the age and stage of development of the children in her care. For example, when children use tools in flour, the childminder asks older children to write their names and to recognise the shapes she draws. The childminder asks children under the age of two years to look at the different marks they make. She lets babies explore the taste of flour and the texture on their hands to help develop their senses.

Personal development, behaviour and welfare are good

Flexible settling-in procedures help children to feel safe and secure in the childminder's home. The childminder is a good role model and offers children calm and patient guidance. She provides opportunities for children to learn about their local community. The childminder takes them to the local park and places of interest. Children use larger equipment to help develop their physical skills. In the childminder's garden, children say that they like playing in the sand. The childminder asks children to tidy away toys and gives them specific tasks to complete. She asks older children to help clear the table after snack time. Children demonstrate a sense of responsibility. They know the routine of the day. For example, they sit on the bottom step of the stairs to put on their shoes.

Outcomes for children are good

Children make good progress in their learning and development. They are very sociable and enjoy giving other children cuddles. Older children sit with younger children to look at a book. They pretend to read them the story and model doing the actions to nursery rhymes that younger children copy. Children demonstrate their independence when they cut up bananas for snack time. They write their names in flour and recognise the sounds represented by letters. This shows their developing literacy skills. Children learn key skills in readiness for their move on to school.

Setting details

Unique reference number	EY263635
Local authority	Lincolnshire
Inspection number	10064645
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	20 July 2015

The childminder registered in 2003 and lives in Caistor. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3. Occasionally, the childminder works with her mother and husband who are her assistants.

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