

# Childminder report

<b>Inspection date</b>	18 December 2018
Previous inspection date	20 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### **This provision is good**

- The childminder works well in partnership with parents. She shares information about children's achievements. The childminder finds out about special events children attended with family members. She uses this to hold conversations with children about their experiences.
- The childminder provides effective support for children to enable them to develop their communication and language skills. She asks them a good range of questions and gives them time to respond.
- Children behave well. They learn to share and take turns. The childminder praises children's achievements. Children know what is expected of them.
- The childminder helps children to develop their literacy skills. She asks them to recognise objects that begin with sounds represented by letters of the alphabet. Older children encourage younger children to say the sounds, showing the good relationship they have with others.
- The childminder shares information with other early years settings children attend. This includes their assessment records and two year old progress check. This shows a united approach to supporting children's good progress.
- The childminder gives parents ideas and suggestions about how they can continue to support their children's learning at home. This helps older children to extend their mathematical skills and for younger children to develop their communication and language skills.
- Although the childminder has opportunities for professional development, this helps her to extend her understanding of how to keep children safe and is not highly effective enough to extend her teaching skills.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to help raise teaching skills and to provide opportunities for children to learn at the highest levels.

### 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

The childminder evaluates her provision well. She gathers feedback from parents and uses this, along with her own reflections, to identify improvements. She continually reflects on how she promotes children's interests in her setting to help children to be motivated to learn. Safeguarding is effective. The childminder has a good range of policies and procedures in place and shares these with parents when children first start. The childminder knows the signs that may suggest a child is at risk of significant harm. She shares information about children's learning when they move on to school. The childminder takes children to the school to help them to become familiar with the routine and environment.

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

The childminder observes children when she plays alongside them. She monitors the progress they make and uses this to effectively identify what children need to learn next. The childminder adapts her teaching skills, depending on the age and abilities of the children. She asks older children to recognise and match shapes. The childminder counts the number of sides on a shape and encourages children to learn new shapes, such as a pentagon. The childminder shows younger children how to use tweezers to pick up objects. This encourages them to try themselves, helping to develop the muscles in their hands. The childminder provides opportunities for children to learn about their local community. She takes them to toddler groups and encourages them to mix with others and build relationships. The childminder takes children to the church where they help the vicar to ring the bells. Children say that they 'have to pull it and it goes up again'.

### Personal development, behaviour and welfare are good

Children have a good relationship with the childminder and show that they are emotionally secure. They are confident and talk to her about their wants and needs. The childminder shows children pictures of themselves and other children. This helps children to recall from memory and talk about themselves when they were younger. Children have access to a good range of toys and resources that supports their interests. They access these independently. The childminder provides children with a step, so they can wash their hands by themselves. She helps children to learn about a healthy lifestyle. The childminder offers children healthy snacks and opportunities to play with real vegetables.

### Outcomes for children are good

Children are physically active. They visit the local park where they use larger equipment to test their abilities. Children demonstrate good social skills. They invite other children to join their play and talk to them about what they are doing. Children make good progress from their starting points in learning. They have opportunities to develop their senses. Children explore the texture of cold ice and soft cotton wool. They look at numbers and shapes in the environment when they walk in the street. They learn skills for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY269039
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064647
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	20 July 2015

The childminder registered in 2003 and lives in Nettleham. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

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