

Childminder report

Inspection date	24 January 2019
Previous inspection date	26 November 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

This provision is good

- The childminder uses her observations and assessments of children's progress effectively. She identifies what children need to learn next. Children make good progress from their starting points in learning.
- The childminder attends training that helps her to identify how young children like to learn. She supports young children's learning well and helps them to make good progress in their development.
- Children make good progress in their mathematical skills. The childminder encourages children to solve problems and to learn how puzzles fit together.
- The childminder evaluates her provision well. She organises toys and resources effectively. This encourages children to make independent choices in their play.
- The childminder provides opportunities for children to take an active part in their community. Children make Christmas decorations and use these to decorate the church. The childminder involves children in helping to support charities.
- Children demonstrate that they feel emotionally secure in their surroundings. They attend settling-in sessions when they first start. Children develop strong relationships with the childminder.
- Children enjoy helping the childminder and demonstrate a sense of achievement. They confidently carry plates for snack time and fetch resources for craft activities. Children have a strong sense of belonging in the childminder's home.
- Overall, partnerships with parents are good. However, the childminder does not consistently provide them with ideas about how to continue to support children's learning at home.
- The childminder does not make the best use of all opportunities to help children to develop their awareness of personal hygiene routines.

What the setting needs to do to improve further

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

- provide parents with further opportunities to help them to develop their children's learning at home
- strengthen opportunities for children to develop their understanding of personal hygiene routines.

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 with children about their enjoyment of activities.
- 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 a good understanding of child protection and the signs of abuse. She has appropriate contact numbers to ring if she has concerns about children's safety. The childminder uses safety equipment in her home, such as gates to stop children from entering the kitchen unaccompanied. Children learn how to evacuate the childminder's home in an emergency. The childminder talks to parents daily about their children's achievements. She provides parents with written information about their child's daily routine. The childminder finds out from parents about special events in children's lives. She uses this information to plan activities to complement the experiences children receive. The childminder completes written progress checks for children aged between two and three years. She shares this information with parents and health professionals. They work together to help close any gaps in children's learning.

Quality of teaching, learning and assessment is good

The childminder plays alongside children and gets to know them well. She plans a good range of activities that children enjoy. Children learn about nature and how to care for animals. The childminder encourages children to feed birds in the garden. She supports children's communication and language skills well. The childminder asks children to follow instructions. She introduces new words, such as 'crunchy' when children walk across snow in the garden. This helps children to extend their vocabulary. The childminder is a good role model and encourages children to explore and investigate. They feel the texture of different materials. Younger children learn about cause and effect, for example, when they squash objects in their hands.

Personal development, behaviour and welfare are good

The childminder praises children's achievements and promotes positive behaviour well. Children know the routines well. They understand and know what is expected of them. For example, to sit at the dining table to eat meals and snacks. Children are emotionally ready for their move on to school. The childminder talks to children about the changes they will face. She visits the school with children prior to them attending. This helps them to develop an awareness of the school environment. The childminder promotes healthy eating well. She encourages parents to provide healthy food choices for their children. The childminder provides opportunities for children to prepare snacks. For example, they enjoy making fruit kebabs. Children are physically active. They have opportunities to use ride-on toys and slides, and to play with balls.

Outcomes for children are good

Children are at typical levels of development for their age. They are well prepared for their eventual move on to school. Children learn about similarities and differences. They develop their knowledge and understanding of other cultures and traditions. Children demonstrate a good imagination. They use craft resources and pretend that objects represent other things. For example, they call small white objects 'snowballs'. Children are confident communicators and develop well in their communication and language skills.

Setting details

Unique reference number	956125
Local authority	Lincolnshire
Inspection number	10064637
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 November 2015

The childminder registered in 2001 and lives in Branston. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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