

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 January 2019 |
| Previous inspection date | 29 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 extends her professional development. For example, she attends training courses which help her to support boys with their literacy skills outdoors.
- Children are happy and visibly enjoy their time with the childminder. They demonstrate that they are emotionally secure.
- The childminder encourages children who speak English as an additional language to learn English. For example, when children are cutting, she introduces the word 'scissors', which they copy. Children make good progress in their speaking skills.
- The childminder works well in partnership with parents. She talks to them daily about children's achievements. The childminder works with parents to provide children with consistency. For example, they work together to help children when they start to use the toilet.
- Equality is celebrated and valued in the setting. The childminder encourages children to follow their interests in play. She shares books with children that reflect diversity and talks to them about the differences they see.
- The childminder provides children with many opportunities to develop their mathematical skills. She recites numbers in order, which children copy. The childminder uses words such as 'more' and 'how many'. Her teaching skills support children well to acquire the skills they need for school.
- The childminder has established relationships with other pre-schools children attend. However, she does not consistently gather information about what children learn to help her complement the experiences they receive.
- The childminder does not always offer younger children the same opportunities as older children to develop their independence.

## What the setting needs to do to improve further

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

- gather more information about what children learn at other pre-schools to help consistently complement their experiences
- provide younger children with more opportunities to develop their independence.

### 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 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

The childminder organises herself well. She implements a good range of policies and procedures to support her practice. The childminder provides parents with written information about her provision in their home language. Safeguarding is effective. The childminder understands her responsibilities to keep children safe from harm. She assesses the environment for risks and removes any identified hazards. She also monitors children's attendance and is quick to contact parents if children do not arrive. The childminder effectively reflects on her practice. She gathers feedback from parents and children. Recent changes to the environment have enabled children to continue their learning outdoors all year round. This is particularly effective for children who prefer to learn outdoors.

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

The childminder observes and monitors children's development effectively. She plans activities that children enjoy. The childminder is a good role model, for example she shows children how to play a game. Children demonstrate good listening skills and follow instructions. The childminder hides objects, such as toy astronauts and satellites, for children to find. She asks children to hide objects for her to find. The childminder extends children's interests well. She shares a book with them about space. Children look at images on a page and talk confidently about what they see. Parents compliment the childminder. They say that she speaks to their children in their home language and English.

### Personal development, behaviour and welfare are good

The childminder ensures children receive daily physical exercise. In the garden, children ride on bicycles, helping them to develop their balance and coordination. Indoors, children listen to music and move their bodies to the beat. The childminder helps children to learn about a healthy lifestyle. Children help her to grow carrots and strawberries in the garden. They learn how food is grown. Children help the childminder to make fruit kebabs. The childminder encourages older children to manage risks, for example using a knife to cut up fruit. She provides opportunities for children to develop their social skills. The childminder takes them to toddler groups and encourages children to make friendships with others. She notices how this improves children's behaviour. Children share and take turns when they play alongside others.

### Outcomes for children are good

Children in receipt of funding make good progress from their starting points in learning. They engage in imaginative play experiences based on their own first-hand experiences. They use toy pots and pans to make meals. Children solve problems in their play and show an interest in number problems, developing their mathematical skills.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY439927  |
| <b>Local authority</b>             | Lincolnshire  |
| <b>Inspection number</b>           | 10064692  |
| <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>       | 0 - 9   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 9   |
| <b>Date of previous inspection</b> | 29 July 2015  |

The childminder registered in 2011 and lives in Lincoln. She operates all year round from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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