

Childminder report

Inspection date	23 January 2019
Previous inspection date	24 February 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 is proactive in sourcing ways to keep her knowledge up to date and help support children's continued progress. For example, she accesses online courses and webinars to maintain her good-quality teaching.
- The childminder is experienced and knowledgeable about child development. She uses her knowledge to assess children's progress and decide what they need to learn next. Children make good progress in all areas of learning. They work comfortably within the range of development typical for their age.
- The childminder maintains high levels of hygiene standards. Her house is bright, welcoming and clean. Furthermore, she encourages the children to learn about healthy lifestyle routines, such as hand washing before eating and after playing outdoors.
- The childminder provides inside and outside environments that are very inviting and well organised. This helps children to develop their exploration and curiosity. Children make independent choices from the very good range of resources and play materials.
- The childminder is an excellent role model towards the children. She constantly praises them and thanks them for good manners. Children have superb manners. They ask 'please may I leave the table' and follow this with a 'thank you' when told they may.
- The childminder understands the importance of building positive relationships with children and their families. She keeps parents up to date with children's achievements, next steps and ideas on how learning can be supported at home. Parents comment favourably on the childminder and the fact their children love being in her care.
- The childminder is very professional and organised. She implements effective policies and procedures to help promote children's welfare.
- On occasions, the childminder does not always extend or challenge children's knowledge or thinking skills as much as possible.

What the setting needs to do to improve further

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

- further develop questioning techniques to help challenge children's ideas and knowledge during play.

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 several 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 during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has refreshed her knowledge of child protection issues. She knows the correct procedures to follow if she has any concerns about children's welfare. The childminder has assessed any risks in her home. This helps to ensure children play in a safe environment. Furthermore, she recognises hazards as they occur. For example, when ice has made the stepping stones dangerous to walk along, she helps the children to understand the danger should they choose to walk along them. The childminder gathers feedback from parents and children about the service she provides. She successfully evaluates this information and uses it to consider how she might develop her provision further.

Quality of teaching, learning and assessment is good

The childminder plans activities well. She has a clear understanding of how an activity can support children's next steps. For example, as children play with dough, she understands how they begin to develop their sense of touch. The childminder recognises when children show an interest in cooking. She uses this activity to extend their learning by encouraging them to develop their mathematical skills through weighing and measuring. The childminder builds on children's enthusiasm to share books and stories. Younger children settle onto her lap and feel the different textures on each page. Older children listen to the story then read the book to themselves. On the whole, the childminder uses generally good strategies to promote children's language and communication skills. She chats to the children about what they are doing and repeats their words as they play.

Personal development, behaviour and welfare are good

Children appear very happy and emotionally settled in the childminder's care. They know the daily routines and anticipate what comes next. They take their shoes off after outdoor play. Children develop positive relationships with each other. Older children help younger children with their outdoor coats. Children enjoy regular outings to local groups. They benefit from socialising with other adults and children. These experiences further contribute to children's developing confidence and social skills. The childminder supports children to gain an understanding of people and communities beyond their own. Australia Day leads to children learning about the Australian flag and animals, such as kangaroos, that live in Australia.

Outcomes for children are good

Children explore space as they persevere at complex jigsaw puzzles. Children have plenty of opportunities for fresh air and physical exercise in the childminder's garden. They climb, slide and enjoy negotiating the space on the wheeled toys. Children show an interest in the ice that has formed on the outdoor equipment. They say, 'ice is like glass'. Children develop well as independent learners and the childminder encourages them to take responsibility for simple tasks. For example, they dress themselves in readiness for going outdoors. Young children show good counting skills when they count as their fingers and thumb go into their gloves. Children develop skills that prepare them for the next stage in their learning.

Setting details

Unique reference number	208559
Local authority	Lincolnshire
Inspection number	10059598
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 February 2015

The childminder registered in 2000 and lives in Boston. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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