

# Childminder report

<b>Inspection date</b>	7 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Partnerships with parents are good. The childminder has regular conversations with parents to ensure continuation of their children's care routines. She works closely with parents to support them to continue their children's learning at home. Parents actively contribute to their children's initial assessments and have opportunities to comment on their ongoing assessments.
- The childminder completes ongoing monitoring of children's learning. She uses the information gathered about children's abilities and interests to underpin her planning and teaching. Children regularly meet their next steps in learning and make good progress in their development.
- Children develop warm relationships with the friendly childminder, who is a positive and caring role model. Children show that they are happy and relaxed in her care. The childminder places emphasis on developing children's confidence and self-esteem.
- The childminder gives children regular praise and encouragement. Children celebrate their achievements in creative ways and this contributes to their good behaviour. Younger children are supported to take turns and share their toys.
- Although the childminder reflects on the service she provides, her self-evaluation systems are not embedded enough to have a significant impact on children's learning outcomes.

## What the setting needs to do to improve further

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

- strengthen the arrangements for reflection and evaluation of the provision to review the impact of any improvements made on raising the outcomes for children even further.

### Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies, procedures and children's records. She checked the suitability of all adults living on the premises.
- The inspector took account of the views of parents through written feedback.

### Inspector

Anita Walker

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of safeguarding and the wider issues relating to child protection. She knows what she should do if she has concerns about a child's welfare. The childminder carries out regular written and visual risk assessments. She has a good understanding of how to minimise risks in her home or while on trips in the local area. The childminder works well with other childminders to share information and ideas to help improve the quality of her teaching skills. Parents have very positive views of the childminder. They express how their child is well cared for and talk about the stimulating activities that are provided for their children. The childminder monitors children's development and learning well. Assessment is accurate. The childminder quickly identifies when children are not progressing as well in some areas of learning. She then plans effectively to help children catch up.

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

The childminder has a good knowledge and understanding of the early years foundation stage. When a child first attends, the childminder gains a range of information about what they can already do. She uses this information to inform her early assessments of children's progress. The childminder provides a wealth of activities and resources to engage children in their learning. Activities are planned to promote their creativity and exploration. For example, children enjoy picking up coloured wool noodles with tongs and delight in making pretend meals for their families. The childminder supports children's emerging language skills effectively. For example, she encourages them to join in with songs using hand puppets and actions. Children laugh with delight as they dance to music from other cultures.

### Personal development, behaviour and welfare are good

Children settle quickly. They are happy and enjoy the variety of experiences that the childminder offers. Children learn about the world around them in very practical ways. They regularly visit local amenities with the childminder and meet people from a range of different backgrounds. Children are provided with lots of opportunities to be active. They regularly go on walks to local parks or to feed the ducks. The childminder interacts positively with children and develops nurturing relationships with them. For example, children snuggle into the childminder as she reads them a story.

### Outcomes for children are good

Children make good progress from their starting points and are working within the typical range of development for their age. They are motivated and keen learners. Children excitedly engage with the activities that the childminder provides. They develop their early literacy skills. For example, a child sings happily while turning the pages of their favourite book. Children are acquiring the skills they need for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY542467
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10090055
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Lincoln. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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