

Childminder report

Inspection date	7 February 2019
Previous inspection date	26 April 2016

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 builds positive relationships with the children. They are happy in her care and come to her for emotional support when they feel the need.
- The childminder meets the individual needs of each child and their families well. For example, settling-in procedures for new children are flexible to meet their requirements.
- The quality of teaching is good. The childminder provides a stimulating environment and a broad range of activities linked to children's individual interests. All children make good progress from their starting points.
- Children's health and physical development are promoted effectively. Children are cared for in a clean environment and good hygiene procedures help to minimise the risk of cross-infection.
- The childminder communicates effectively with parents, involving them in their child's learning. This strengthens the link between home and the provision, which helps to provide continuity for the children in their learning and care needs.
- The childminder evaluates her provision well. She seeks the views of parents and children to identify areas for development. For example, she has recently extended ways to help children with their early reading skills.
- The childminder does not focus her professional development opportunities to enhance the quality of her teaching to an outstanding level.

What the setting needs to do to improve further

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

- focus professional development to build on the already good teaching and extend children's experiences even further.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability of the childminder and those living on the premises.
- The inspector discussed children's learning and development and sampled their records.
- The inspector took account of the views of parents by reading a number of their comments on letters obtained by the childminder.
- The inspector reviewed a selection of policies and procedures, including safeguarding.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her role to protect children from potential abuse and how to report any concerns she may have. She implements a wide range of policies to keep children safe and run the provision well. Effective measures are in place to identify and minimise potential hazards to children. The childminder tracks children's progress closely and identifies emerging gaps in their learning so that these can be addressed quickly. She shares information about children with other early years settings they attend. This helps to support consistency in their learning and development.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and accurately assesses their stage of development. She uses this information to identify the next steps in their learning. The childminder supports children's communication skills well. For example, children are fascinated as raindrops run down a window. The childminder engages children in talk about the different types of weather. She actively listens to what they say and values their ideas. Children's early mathematical development is supported. For instance, children build wooden brick towers and the childminder encourages them to count how many bricks they have used. Younger children are developing their early understanding of using technology. For example, as they use electronic toys, they press different buttons and watch the flashing lights intently. Children develop good physical skills. For instance, they persevere as they use tweezers to pick up noodles and put them into bowls. This also helps to develop their hand-to-eye coordination.

Personal development, behaviour and welfare are good

The childminder is a good role model. She gently reminds children to share and take turns. This supports them to play collaboratively. Children are proud as they complete small tasks, such as helping to put the toys away, and the childminder offers them lots of praise. This helps to build their confidence and self-esteem. Children benefit from regular outings. They often visit groups, such as local playgroups, which helps to develop their social skills.

Outcomes for children are good

All children make good progress. They are gaining the skills that will prepare them well for their next steps in learning and eventual move to school. They show they are becoming increasingly independent. For example, they choose what they want to play with and access toys without help. Children show they are becoming increasingly confident. They are forming firm friendships with their peers and talk to visitors with ease.

Setting details

Unique reference number	257423
Local authority	Lincolnshire
Inspection number	10072725
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 April 2016

The childminder registered in 2000 and lives in Sleaford, Lincolnshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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