

# Childminder report

<b>Inspection date</b>	12 March 2019
Previous inspection date	23 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**

- Children make good progress in their personal and social development skills. They sit and talk to other children during mealtimes. Children demonstrate a good understanding of rules and boundaries. For example, older children confidently remind younger children to share the fruit that is offered at snack time.
- The childminder helps children make good progress in their mathematical skills. For example, she asks older children to count the number of objects they see on a jigsaw. Children confidently count to 14, showing their understanding of numbers.
- The childminder works well with staff at pre-schools the children also attend. She gathers information from staff about what children need to learn next. The childminder plans experiences to complement the learning they receive elsewhere. This promotes consistency in supporting children's learning.
- The childminder contributes to children's understanding of safety. When she walks with children in the street, she talks to them about road safety. Children learn about how they can keep themselves safe.
- The childminder offers children a good range of toys and resources. Children access these independently, following their interests through play.
- Parents comment positively about the childminder. They say that she offers children activities that are fun, educational and age appropriate.
- The childminder does not consistently gather information from parents to help her to identify what children already know and can do when they first start.
- The childminder does not always consider the impact on children's learning of distractions, such as background noise. This means that children are not always able to concentrate and focus on an activity.

## What the setting needs to do to improve further

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

- ask parents to share their knowledge of children's abilities when they first start, to help plan more precisely for children's learning from the outset
- help children to sustain their concentration and focus at the very highest level.

### Inspection activities

- The inspector went on a walk with the childminder, one of her assistants and children to a local pre-school.
- The inspector observed the quality of teaching during activities indoors 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 and spoke to children about their enjoyment of activities. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- 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 reflects on the effectiveness of her provision. She gathers feedback from parents to help identify improvements. Children like using the new equipment indoors, such as weighing scales. This has helped them to develop their understanding of weight and measure. Safeguarding is effective. The childminder has a secure knowledge and understanding of the signs and symptoms of abuse. She knows where to report any concerns about children's safety or welfare. The childminder has a comprehensive range of policies and procedures in place. She shares these with her assistants to ensure that they know how to promote children's safety. The childminder supports her assistants effectively. She encourages them to study for childcare qualifications as a way to extend their knowledge and teaching skills.

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

The childminder keeps parents up to date with children's achievements and next steps in learning. This helps parents to understand how their children are developing. The childminder uses observations and assessments to identify what children need to learn next. She attends training as a way to extend her professional development. Recent training has strengthened her knowledge of how to promote children's communication and language skills. For example, when younger children talk to her, she repeats words back to them. Younger children hear the correct sounds of words and develop their vocabulary. The childminder provides opportunities for children to learn about the world, including the natural environment. For example, she takes children to nature parks and encourages them to collect leaves and fir cones. Children learn about nature and use the things they find in their art work. This shows their creative skills.

### Personal development, behaviour and welfare are good

The childminder provides opportunities for children to learn about a healthy lifestyle. For example, she asks children to wash their hands before eating. The childminder offers children freshly prepared meals and snacks and talks to children about the healthy foods they eat. This is a way to help children to develop their understanding of healthy foods. The childminder encourages children to take and manage risks in their play. Children use a knife to cut up fruit and learn how to use tools safely. The childminder takes children to soft-play centres, to test their physical abilities and help them learn how to move in different ways. The childminder uses a variety of ways to help children to feel emotionally secure when they first start. For example, she invites them to attend settling-in sessions. Children become familiar with the childminder and her home.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning and development. They are keen to explore and investigate and are motivated to learn. The childminder supports children well in preparation for their move on to school. Children show curiosity when they solve problems. They work out how to fit puzzle pieces together. Younger children demonstrate their imagination. They dress up in costumes and tell the childminder that they are 'a princess'. Younger children thoroughly enjoy make-believe play.

## Setting details

<b>Unique reference number</b>	EY436270
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064688
<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>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 July 2015

The childminder registered in 2011 and lives in North Hykeham, Lincoln. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children. The childminder provides occasional overnight care.

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