

# Childminder report

<b>Inspection date</b>	27 March 2019
Previous inspection date	16 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 supports children's communication and language skills well. She asks them a good range of questions that encourages children to think about and to share their knowledge with her and other children. Children are confident communicators and use complex sentences to share their thoughts.
- Assessments completed when children reach the age of two-years-old show that they are reaching the expected levels of development for their age. Children continue to progress well in readiness for their move on to school.
- The childminder is well qualified and knows how children learn. She regularly attends training as a way to strengthen her continuing professional development. This has increased her knowledge and understanding of how to provide babies and very young children with more opportunities to develop their physical strength.
- The childminder works well in partnerships with other early years settings that children also attend. She shares information about children's achievements and finds out about what children are learning in other settings. This helps her to support continuity in children's learning and development.
- The childminder gathers information about children's care routines and prior learning from parents when children first start attending. This enables her to provide a tailored learning experience for children and to meet their individual needs effectively. All children, including those in receipt of funding, make good progress from their starting points in learning.
- Children develop strong attachments with the childminder and demonstrate that they are emotionally secure. For example, they give her a cuddle and talk to her about their needs and wishes.
- The childminder does not make the best use of all opportunities to gain the views of parents to help her to improve practice further.

## What the setting needs to do to improve further

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

- provide further opportunities for parents to contribute their views, to help improve practice and to raise outcomes for children to the highest level.

### 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.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a commitment to keep up to date with current safeguarding practice. She knows the signs that might indicate a child is at risk of harm. The childminder knows the actions she must follow if she has concerns about a child's welfare. The childminder has a comprehensive range of policies and procedures in place. She shares these with parents so they know how she promotes children's safety. The childminder completes safety checks in her home daily, to ensure that hazards are minimised and it is safe for children to play. In addition, she teaches children to manage their own safety, such as how to cross the road with caution and the procedure to follow in the event of a fire in her home.

### 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 encourages older children to develop their literacy skills. For example, she reads them a story that includes a 'worm being super strong, and super long'. Children develop their understanding of words that rhyme. The childminder helps children to make good progress in their mathematical skills. For example, when younger children find a picture of a 'little owl', the childminder asks them to find a picture of a 'big owl'. Younger children use language to describe size. The childminder knows children's interests and plans activities that engage and motivate them to extend their learning. For example, she takes children for a ride on a double decker bus when they show an interest in vehicles.

### Personal development, behaviour and welfare are good

The childminder promotes positive behaviour effectively. She encourages children to share toys and take turns. Children know what is expected of them. The childminder provides children with opportunities to learn about healthy food choices. Children help her to plant and grow vegetables in her allotment. They show a willingness to try foods that they have grown themselves. The childminder helps children to learn about the effects of exercise on their bodies. She asks them to feel the differences in the rate of their heart beat after physical exercise and after rest periods. The childminder promotes children's independence well. For example, she provides a small step for younger children to use that enables them to reach the sink to wash their hands on their own.

### Outcomes for children are good

Children are eager to learn and thoroughly enjoy make-believe play, demonstrating their good imagination. For example, they use play equipment and pretend to make the childminder 'hot chocolate'. Older children make good progress in their communication and language development. They show good listening skills, follow instructions and take turns in conversations. Younger children demonstrate a good understanding of how to use technology. They know that if they press buttons on an electronic toy it will make a sound.

## Setting details

<b>Unique reference number</b>	208561
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064618
<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>	8
<b>Date of previous inspection</b>	16 July 2015

The childminder registered in 1992 and lives in Boston, Lincolnshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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