

Childminder report

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| Inspection date | 3 April 2019 |
| Previous inspection date | 18 January 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 supports children's interests effectively. For example, when children show an interest in superhero play, the childminder offers them dressing-up costumes to help develop their imagination.
- The childminder finds out from school what they would like children to learn in preparation for their eventual move. She encourages children to extend their physical skills. For example, to develop the strength in their hands to help prepare for early writing. This helps children to learn the skills they need for their move on to school.
- When children first start attending, the childminder finds out information from parents about their care routines and prior learning. This helps her to provide for children's individual needs. Children are working at typical levels of development for their age. They make good progress from their starting points in learning.
- Children demonstrate that they feel safe and are emotionally secure. They show a positive relationship with the childminder and talk to her confidently about their needs and wishes.
- The childminder provides opportunities for children to develop their communication and language skills. For example, she introduces new words when she plays alongside children, such as 'funnel'. Children extend their vocabulary.
- The childminder encourages children to manage risks in their play. Children independently use knives to butter bread and develop their understanding of how to use tools safely.
- The childminder does not consistently share or gather information about children's learning with pre-schools they also attend. Therefore, she does not always promote consistency in their learning.
- Although the childminder's skills and knowledge of childcare are good, she has not explored ways to extend her professional development to enhance her teaching practice.

What the setting needs to do to improve further

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

- expand on the information that is shared with pre-schools that children also attend to promote consistency in their learning
- strengthen professional development and explore ways to enhance the quality of teaching to an outstanding level.

Inspection activities

- 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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her role in child protection and has a secure understanding of the signs and symptoms of abuse. She knows what she must do if she has concerns about a child's welfare or safety. The childminder completes safety checks in her home and garden. This helps to provide children with a safe environment to play. The childminder values the comments and views of parents when she evaluates her provision. Recent improvements have provided children with their own space to store their shoes and bags. This encourages children to have a sense of belonging in the childminder's home. Parents are complimentary about the childminder. They say that she is an extension of their family and children are happy, settled and feel secure.

Quality of teaching, learning and assessment is good

The childminder completes ongoing observations and assessments of children's learning. This helps her to identify what children need to learn next. Children are motivated to learn and excitedly join in with activities. They say that they like playing with 'rice' and 'doing crafts'. The childminder supports children to develop their understanding of mathematical language. For example, when children pour rice from one jug to another, she asks them who has the 'biggest'. The childminder provides opportunities for children to learn about the world. For example, children decorate pictures of dragons and use technology to watch people dancing in China. This helps them to learn about other people's celebrations and customs.

Personal development, behaviour and welfare are good

The childminder provides opportunities for children to learn about a healthy lifestyle. She offers children nutritious snacks and ensures that they receive daily physical exercise. The childminder promotes good hygiene procedures. For example, before baking, children wipe down tables and wash their hands. The childminder has rules and boundaries in her home and discusses these with children regularly. Children behave very well and develop good relationships with their peers. They know what is expected of them. The childminder praises children's achievements, for example by giving them a sticker after they use the toilet on their own. This helps to raise children's self-esteem. Children show an awareness of how to keep themselves safe. They learn about road safety and how to evacuate the childminder's home safely in an emergency.

Outcomes for children are good

Children display consistently good rates of progress across all aspects of their learning. They demonstrate good social skills. Children learn to share and take turns when they play games with others. They show their creative skills and thoroughly enjoy imaginative play. For example, children play with small-world figures and use different voices for the characters. Children learn about how food is grown. For example, they help the childminder to grow cress and use this when they make sandwiches. Children demonstrate good listening and attention skills.

Setting details

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| Unique reference number | EY349799 |
| Local authority | Lincolnshire |
| Inspection number | 10073876 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 10 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 18 January 2016 |

The childminder registered in 2007 and lives in Nettleham. She operates during term time from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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