

Childminder report

Inspection date	16 April 2019
Previous inspection date	2 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 effectively. For example, she holds conversations with them, valuing their views and opinions. Older children talk confidently and learn to take turns in conversations.
- The childminder attends training courses as a way to strengthen her teaching practice. A recent course has helped to deepen her understanding of how to provide children with opportunities to develop their creative and critical thinking skills. For example, she provides children with the opportunity to explore and investigate what objects are used for and how they work.
- The childminder supports children's emotional well-being effectively. For example, when children first start, she offers them flexible settling-in sessions to meet the individual needs of the child and their family. Children become familiar with the childminder and her home.
- The childminder provides opportunities for children to develop their social skills. For example, she takes them to different groups where she encourages them to play with others. Children develop their confidence in social situations.
- All children, including those in receipt of funding, make good progress in their learning. Some children are exceeding typical levels of development for their age.
- The childminder keeps parents up to date with their child's achievements and next steps in learning. This helps parents to understand how their child is developing. The childminder offers parents ideas and suggestions about ways they can continue to support their child's learning at home. For example, to read stories to promote children's literacy skills.
- The childminder reflects on her provision and gathers feedback from parents and children. However, she has not yet identified ways to drive her reflection further to improve outcomes for children.

What the setting needs to do to improve further

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

- use reflection more effectively to help raise the quality of the provision and outcomes for children to the highest 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 about their enjoyment of activities.
- 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 has a comprehensive range of policies and procedures in place. She shares these with parents so they understand how she promotes children's safety. Safeguarding is effective. The childminder has a good understanding of the signs of abuse. She knows the correct procedure to follow if she has any concerns about children's safety or welfare. The childminder completes safety checks of the home. This helps to ensure children play in a safe environment. The childminder shares information about children's achievements with the schools that children will attend. This helps to promote continuity in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder is qualified and has a good understanding of how children learn. She gathers information from parents about what children already know and can do when they first start attending. This helps her to establish children's abilities on entry. The childminder uses observations and assessments to identify what children need to learn next. She provides opportunities for children to choose what they would like to play with and also plans activities for them. The childminder encourages children to develop their creative skills. Children develop their imagination as they use resources, such as small boxes, moss and grass to create a 'miniature garden'.

Personal development, behaviour and welfare are good

The childminder supports children's health and well-being effectively. She provides them with nutritious snacks and plenty of opportunities to be physically active. Children say that they like playing hide and seek, football and tag in the garden. The childminder provides opportunities for children to learn about healthy foods. For example, she takes them to a farm where children develop their understanding of how vegetables grow. Children help the childminder to make vegetable soup. They learn how food is made. The childminder promotes positive behaviour. She gives children plenty of praise and encouragement, helping to raise their self-esteem. Children use good manners and learn to share and take turns. The childminder helps children to develop their understanding of how they can keep themselves safe. For example, she talks to them about road safety and children practise fire evacuation drills.

Outcomes for children are good

Children learn skills that will help them at school. For example, they direct their own play, select resources and attend to most of their own needs independently. Children develop a good understanding of the world. They learn about other people's traditions and cultures, as well as their own. Older children demonstrate a good knowledge of mathematics. For example, they show their understanding of shapes as they use plastic cups to make the shape of a 'pyramid'.

Setting details

Unique reference number	256550
Local authority	Lincolnshire
Inspection number	10059769
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 July 2015

The childminder registered in 2000 and lives in Coningsby. 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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