

# Childminder report

<b>Inspection date</b>	29 April 2019
Previous inspection date	19 January 2016

<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

- The childminder promotes children's communication and language skills well. For example, when children use a knife to cut up dough, the childminder says 'chop, chop, chop'. Children develop an understanding of the words that link to the actions they make.
- Children with special educational needs and/or disabilities make good progress in their learning. The childminder works well with other professionals to provide activities that help to support children's individual needs.
- The childminder gathers feedback from parents to help reflect on her practice. She has made recent changes so that children have more opportunities to play with natural resources. Children use wooden disks, shells and stones to make patterns, helping to develop their creative skills.
- The childminder extends her professional development. For example, she attends training courses that deepen her understanding of how to use resources in different ways to promote children's learning. For example, using material to hide objects, which encourages children to explore and investigate.
- The childminder promotes positive behaviour. For example, she gives children plenty of praise and encouragement and claps her hands to praise their achievements. This helps to raise children's self-esteem.
- The childminder supports children to develop their understanding of their local community. She takes them to the library where they listen to stories. Children have opportunities to develop their literacy skills.
- Overall, partnerships with parents are good. The childminder shares information daily with parents about children's achievements. However, she does not consistently provide them with ideas about how they can continue to support children's learning at home.
- The childminder does not make the most of all opportunities to extend children's understanding of healthy eating.

## What the setting needs to do to improve further

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

- provide parents with further opportunities to help them develop their children's learning at home
- strengthen opportunities for children to develop their understanding of healthy eating.

### 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.
- 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 works well with other childminders and pre-schools children also attend. She shares information with practitioners about children's development and what they need to learn next. This helps to promote consistency in the learning experiences children receive. Safeguarding is effective. The childminder keeps her knowledge of child protection up to date. She knows the signs of abuse and where to report any concerns about children's safety and welfare. The childminder completes safety checks in her home. This helps to provide a safe environment for children to play. Furthermore, she helps children to develop an understanding of how they can keep themselves safe. For example, she talks to them about road safety and stranger danger.

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

The childminder is well qualified and has a good understanding of child development. She observes and monitors children's learning and identifies what they need to learn next. When children first start, she finds out information from parents about children's prior learning. This helps her to find out what children already know and can do, so she can support children to make good progress from the start. The childminder encourages children to develop their mathematical skills. For example, she asks them to use their 'pointy finger' and to count the number of ladybirds they see in a book. Children develop their understanding of numbers and count to nine. The childminder joins in with children's play and supports their imagination well. For example, when children pretend to get stuck under a chair, she introduces a toy fire engine to free them. This helps children to develop an understanding of people who help them.

### Personal development, behaviour and welfare are good

The childminder encourages children to be independent. For example, she provides a step that enables younger children to wash their hands on their own. Children have daily opportunities for fresh air and physical exercise. The childminder takes them to the park to use larger apparatus. She encourages children to develop their social skills. For example, she asks children to face each other and pretend to row in a boat when they listen to nursery rhymes. Children work together as a team and show kindness towards each other. They show that they have good relationships with the childminder. Children give her good eye contact, invite her to join their play and demonstrate that they are emotionally secure.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children show a good level of understanding and respond appropriately to questions asked. They demonstrate a good imagination. For example, children use dough to make 'cakes'. Children show an awareness of shapes in the environment. When they play with balls, children confidently say it 'looks like the moon'. They learn key skills in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY103461
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10073022
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	19 January 2016

The childminder registered in 2002 and lives in Branston. She operates all year round from 7.30am until 6pm Monday to Thursday, and from 7.30am until 9am on 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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Piccadilly Gate  
Store Street  
Manchester  
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