

# Childminder report

<b>Inspection date</b>	16 May 2019
Previous inspection date	25 July 2016

<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 works well alongside her co-childminder and assistant. They have clear established routines to help ensure that each child's individual needs are met in terms of feeding and sleep.
- Children make good progress. The childminder completes accurate assessments of children's achievements. She has a good understanding of their next steps in learning. The childminder knows how to identify any gaps in their learning and the action to take to narrow them.
- The childminder and her assistant are enthusiastic and attentive to children's needs. They promote children's personal and social development very well. Children are relaxed, confident and happy to take part in the activities on offer.
- Partnerships with parents are very effective. The childminder has very positive relationships with the parents and shares a good range of information about her childminding service. Parents are fully involved in their children's learning and pass on information about what their children can do at home. This supports the continuity in learning well.
- The childminder has a wide range of toys and resources to support the learning and development of children. They select and access the range of resources freely. This helps children develop the independence skills that are needed for their future learning.
- The childminder is well qualified and experienced. She is committed to strengthening her skills and understanding of good practice. For example, since the last inspection she has achieved a degree in early years childcare and education.
- Although supervision of the assistant is undertaken, support for the assistant's professional development is not fully effective to raise the quality of their practice and skills to the highest possible level.
- Occasionally, the planning of adult-led activities is not sufficiently adapted to help younger children learn as much as possible.

## What the setting needs to do to improve further

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

- focus supervision on improving teaching so that the assistant delivers the highest-quality learning experiences to help promote excellent outcomes for children
- adapt planned activities more accurately to better accommodate and extend younger children's learning needs.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of the childminder and her assistant.
- The inspector held discussions with the childminder and her assistant. He looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the written feedback from children.

**Inspector**  
Peter Towner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant confidently recognise the signs and symptoms of possible abuse. They fully understand what action they must take if they have concerns about the welfare of a child. Thorough risk assessments are in place to help ensure the environment is safe. The childminder uses her knowledge and experience to monitor children's learning experiences effectively. This helps her to tailor her support to meet children's individual learning needs and abilities. Detailed feedback she receives from parents and carers supports her practice well. She reflects on the positive comments they make to implement future improvements. For example, she has extended the range of ride-on toys to support young children's physical development.

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

The childminder plans interesting activities with her assistant. They help children develop the important skills required for the next steps in their learning. The childminder introduces new words and phrases to children as they play. She gives them plenty of time to answer questions and think through the answers. Children enjoy games where they match symbols to new words and begin to associate print with meaning. This helps to support their understanding of language and their early reading skills. The childminder consistently includes mathematics in activities and routines. She helps children to develop an understanding of concepts such as numbers, shapes and capacity in everyday situations.

### Personal development, behaviour and welfare are good

Children soon settle into the childminder's care and benefit from a gradual settling-in process. This meets children's emotional needs well. The childminder and her assistant are good role models. Children respond very well to their calm, consistent and sensitive manner. Children understand how to be considerate, polite and respectful to one another and take turns in their play. For example, children share resources and help each other complete activities. The childminder and her assistant help to support children's awareness of healthy lifestyles. They provide them with healthy snacks and good opportunities to be active in the local community. For instance, children go for woodland walks and feed the ducks in the country park. They learn to cross the roads safely and to be aware of their environment. Children learn about the similarities and differences between themselves and others. They learn about different customs and festivals. This helps them gain a greater understanding of the world.

### Outcomes for children are good

Children are active and inquisitive learners. For example, they show curiosity as they use a range of tools to scoop up sand and explore the water play area. Children use tweezers and magnifying glasses to examine small creatures that live under rocks or wood in the garden. The childminder successfully helps children to develop their small-muscle skills and hand-to-eye coordination. For instance, young children enjoy posting shapes into a shape sorter and persevere with the task. They turn pieces of puzzles around until they fit and try hard to match colours and shapes. Older children begin to recognise the initial sounds of some letters and all children enjoy books.

## Setting details

<b>Unique reference number</b>	EY485532
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10076396
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	25 July 2016

The childminder registered in 2015 and works from the home of her co-childminder in Lincoln. She operates her provision all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds a level 5 qualification in childcare and works with an assistant who holds an appropriate qualification at level 2.

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