

# Childminder report

<b>Inspection date</b>	30 May 2019
Previous inspection date	11 April 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

- Children show how much they enjoy being with the childminder and her assistant. The childminder provides a stimulating environment, both indoors and outside, which helps children to remain engaged in their learning.
- The childminder and her assistant are very good role models. They help children learn how to take turns with the toys and understand that they need to be kind to others.
- The childminder monitors her assistant well. She seeks out appropriate professional development opportunities to ensure that her own knowledge is kept up to date. For example, recent training on supporting children's learning about other cultures has helped to develop this aspect of the provision.
- Overall, the quality of teaching is good. All children make good progress from their starting points.
- The childminder and her assistant evaluate their provision well, taking into account the views of parents and children. For example, they have recently changed how resources and toys are stored in the playroom so that children have more independent access to them.
- The childminder does not gather as much information as possible from parents when children start at the setting, to inform her initial planning more precisely.

## What the setting needs to do to improve further

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

- gather more information from parents when children start at the setting, to inform initial planning more precisely.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the childminder and her assistant at appropriate times throughout the inspection and observed a variety of activities.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development and sampled their records.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Susan Sykes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good knowledge of the signs to look for that would alert them to a child being at risk of harm. They know the procedures to follow in the event of concerns about a child's welfare. The childminder is well qualified and uses her knowledge to provide children with good learning opportunities. She keeps her professional knowledge up to date through a range of different ways, including online courses and her own research. The childminder closely monitors children's progress so that any gaps in their learning are quickly identified and addressed. Parents report that they are very pleased with the service that the childminder and her assistant provide.

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

Children are engaged and interested in their play. The childminder provides exciting opportunities and activities that help children learn and make good progress. For example, children use tweezers to pick up toy fish and match these to picture and name cards. This helps to develop children's fine-motor abilities and early literacy skills. The childminder's assistant uses these opportunities to introduce new words, such as 'coral' and 'squid'. This helps to extend children's language development. The childminder is skilled in following children's interests. For instance, when children find a woodlouse, the childminder extends this into a bug hunt. She encourages children to handle the bugs carefully as they talk about the characteristics of their finds. The childminder actively listens to the children, valuing what they say and engaging them in meaningful conversations.

### Personal development, behaviour and welfare are good

Flexible procedures help new children settle quickly into the setting. Children show they are becoming increasingly independent. For example, they choose the activities they want to play with and are proud as they help to put the toys away. The childminder and her assistant offer lots of praise which helps to promote children's self-esteem. Children benefit from plenty of fresh air and exercise. They enjoy playing with ride-on toys, carefully manoeuvring around the garden. Children learn to move around safely, developing their coordination and physical well-being.

### Outcomes for children are good

Children have good opportunities to learn the skills required for their next stages in learning and eventual move to school. They show curiosity and motivation in their play. Children persevere in tasks and show good levels of dexterity. For example, they concentrate intently as they thread laces through small holes. They are forming firm friendships as they play cooperatively together and take turns in games.

## Setting details

<b>Unique reference number</b>	209221
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10072547
<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>	2 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	11 April 2016

The childminder registered in 1996 and lives in Baston, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant childcare qualification at level 3 and works with an assistant.

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Piccadilly Gate  
Store Street  
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