

Childminder report

Inspection date	13 June 2019
Previous inspection date	25 June 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 mathematical development well. For example, when older children add bricks as they build a tower, they say it is 'taller'. The childminder extends their understanding of size further by saying 'it is bigger and taller'. This helps children to develop their understanding of language to describe size.
- The childminder actively encourages positive behaviour. She offers children plenty of opportunities to learn to share and take turns. Children behave well and begin to accept the needs of others.
- The childminder develops positive partnerships with other early years settings children also attend. She shares information with them about children's development and what they need to learn next. This promotes consistency in children's learning.
- Children work at typical levels of development for their age in communication and language. Older children are very confident communicators and talk to the childminder about their needs and wishes. Young children learn how to take turns in conversations and demonstrate good listening skills.
- The childminder extends her professional skills. She attends training to deepen her knowledge and understanding to help children to develop their speaking skills. For example, when children talk, she repeats words back to them, so they hear the correct pronunciation.
- The childminder does not make the very best use of her assessments and what she knows about children's abilities to help them learn at the highest level.
- The childminder does not consistently gather the views of parents to help her to identify ongoing improvements to her provision.

What the setting needs to do to improve further

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

- develop further the use of assessments and knowledge of the children's abilities to more precisely identify how to help individual children learn at the highest level
- involve parents consistently in helping to identify ongoing improvements to help raise outcomes for children even higher.

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 and her assistant. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Overall, the childminder works well in partnership with parents. She shares information with them about their children's learning. The childminder supports parents to continue their child's development at home, for example to use words such as 'kind hands' when helping children to manage their own behaviour. Safeguarding is effective. The childminder has a good understanding of the signs of abuse and knows who to contact should she have a safeguarding concern. This promotes children's safety and welfare. The childminder offers children a wide range of resources that are organised to meet children's needs. For example, she provides toys at a low level for children to access, promoting their independence.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and identifies what they need to learn next. She encourages children to develop their interests and to extend their understanding of the world. For example, when children play with toy trains, the childminder talks to them about other forms of transport, such as an aeroplane. The childminder supports younger children to develop their understanding of technology. For example, she pretends to communicate with them when children use toy telephones. Children learn how to operate equipment. The childminder encourages children to have a positive approach to learning. For example, when children try to pull bricks apart, she encourages them to keep trying. Children show high levels of self-esteem when they manage to separate the bricks. They tell the childminder that they use their 'Batman strength'.

Personal development, behaviour and welfare are good

The childminder uses a variety of ways to help children to feel emotionally secure. For example, when children first start, she invites them to attend settling-in sessions. These help children to become familiar with the childminder and her environment. Children demonstrate that they feel safe and secure. The childminder is sensitive and responsive to younger children's needs. For example, when they begin to wake from sleeping, the childminder gently rubs their backs and talks calmly and quietly to them until they are fully awake. The childminder provides children with healthy snacks. She encourages children to try new foods to promote a healthy diet. Children have daily opportunities for fresh air and physical exercise.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children show good literacy skills. Older children use paint with brushes and talk about what they draw. For example, they say it is 'Daddy' and 'he has big arms'. Younger children use their fingers in paint to create patterns on paper. Older children demonstrate good mathematical skills. For example, they talk about shapes when they build and construct a train track. Children develop important skills necessary for the next stage in their learning, such as school.

Setting details

Unique reference number	208811
Local authority	Lincolnshire
Inspection number	10106195
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 June 2015

The childminder registered in 2000 and lives in Lincoln. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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