

# Childminder report

<b>Inspection date</b>	18 June 2019
Previous inspection date	17 May 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 offers a warm and welcoming environment and is attentive to children's individual needs. Children build strong bonds with the childminder and respond well to her gentle and consistent approach.
- The childminder observes children as they play and plans a broad range of activities that support their emerging interests and stages of development. Children make good progress in their learning.
- The childminder is well organised and carefully maintains required documentation. She consistently implements effective risk assessments to minimise hazards and to help keep children safe.
- Parents provide positive feedback about the childminder's service. For example, they praise her close relationships with them and their children.
- The childminder is reflective of her practice. She has addressed the recommendations from the previous inspection well. The childminder continually identifies ways to strengthen the quality of teaching and learning. For example, she has increased opportunities to support children's knowledge of how good dietary practices can contribute to their health and well-being.
- At times, the childminder does not extend children's learning fully, such as by asking effective questions that encourage them to think further.

## What the setting needs to do to improve further

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

- enhance teaching skills even further and consistently use effective strategies to extend children's thinking and learning to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held several 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 during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector completed a joint evaluation of an activity with the childminder.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and has a secure understanding of the signs and symptoms of child abuse and wider safeguarding issues. She is familiar with the procedures to report any concerns and allegations to the relevant authorities. The childminder develops close relationships with parents. She informs them about their children's progress through verbal and written communication. The childminder maintains her professional development well. For example, she makes use of training opportunities to enhance her knowledge and skills. The childminder uses her new skills to teach children how to use basic signing techniques to communicate with others. The childminder is clear about individual children's starting points and she monitors their progress effectively.

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

Children are keen to play and learn. The childminder builds well on their individual interests in order to help them enjoy what they are doing. For example, she incorporates children's interests in cars and wheels to help them make marks with paint on the paper. She makes good use of spontaneous learning opportunities to support children's physical development. The childminder praises the children effectively for their own problem solving. They learn to change their grasp on an object to make it move in different ways. The childminder joins in with play, talks to the children and introduces new words to support their communication and language skills in all areas. She uses mathematical language for size, shape and number routinely in discussions and in play to support children's learning.

### Personal development, behaviour and welfare are good

The childminder provides a wide range of toys and resources that are offered at children's height. This helps to give children the independence and freedom to make choices in their own play. Children's behaviour is good. The childminder sympathetically supports children to share and take turns. She praises children and clearly values their achievements. This helps to support the development of children's confidence and self-esteem. The childminder makes good use of the local environment to promote children's learning and social skills. For instance, she takes them to local toddler groups and further afield to parks and stately homes.

### Outcomes for children are good

All children, including those who are in receipt of funded early education and those who speak English as an additional language, acquire the necessary skills in preparation for their next stage of learning and eventual move on to school. They develop wider vocabularies in their home language and English effectively. Children begin to recognise colours and patterns through a variety of daily activities to support their mathematical and creative development. For example, they look at the patterns on the toy vehicle wheels and identify the different colours of crayons they use.

## Setting details

<b>Unique reference number</b>	EY340865
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10073743
<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>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	17 May 2016

The childminder registered in 2006 and lives in Grantham. She operates all year round from 7.30am to 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 three- and four-year-old children and supports children who speak English as an additional language.

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