

Childminder report

Inspection date	26 June 2019
Previous inspection date	4 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the childminder has successfully addressed the actions raised. She has improved how she carries out ongoing checks for the suitability of her assistant and how she seeks written consent from parents for all medication children require.
- The childminder works effectively with her assistant. They reflect on their activities with the children, adapting activities as required so children of different ages and abilities can take part.
- Teaching is good. The childminder knows the children well. She uses descriptive language during play to promote children's vocabulary. For example, she describes the texture of soap foam during messy play and children repeat the words as they explore.
- The childminder develops highly positive partnerships with parents and other settings the children attend. She shares information regularly about their care routines and progress. This ensures all children, including those with special educational needs and/or disabilities (SEND) receive a consistent approach to their care.
- Children make good progress in their literacy development. They thoroughly enjoy joining in with familiar rhymes, jumping up and down with excitement when they know their favourite part is coming up.
- The childminder helps children learn about healthy lifestyles. They know the routines for washing their hands before lunchtime. Older children independently access the bathroom facilities. Children talk freely with the childminder and assistant about the different foods they have in their lunch boxes.
- On occasion, the childminder does not make the most of opportunities that arise during activities to extend children's developing awareness of mathematics.
- Children who prefer to learn outdoors have fewer opportunities to explore and be curious about the natural world.

What the setting needs to do to improve further

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

- focus more precisely on recognising opportunities that arise during play and activities to enhance children's interest in mathematics
- extend the experiences that are available for those children who prefer to learn outside.

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 a number of discussions with the childminder and her assistant. She reviewed relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents and other local providers through written feedback provided and spoke to one parent on the day of inspection.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the requirement to check the suitability of assistants at the point of recruitment and on an ongoing basis. She understands how to keep children safe and protect their welfare. The childminder and assistant complete regular safeguarding training to ensure their knowledge is up to date. The childminder shows a commitment to support the assistant's professional development. The assistant is working towards a childcare qualification and the childminder provides regular feedback through discussions about her practice. The childminder is well qualified and remains keen to continue to develop her knowledge. She recognises the positive impact of training on her confidence and understanding of how children learn.

Quality of teaching, learning and assessment is good

The childminder understands how to support children in their learning. She speaks clearly to them, asking questions that encourage children to think about what they are doing. Children respond to her as she gives them praise for their efforts and this gives them confidence to continue. During messy play with coloured soap bubbles, children are inspired to use their imagination. For example, they tell the childminder they are making a unicorn. Children are curious about a wooden shape sorter. They select the correct holes for the shapes and know the colours. The childminder uses observation and assessment well to help her identify children's individual starting points and their next steps in learning. She shares these with parents, so they can help continue their child's learning at home. The childminder uses the information to plan activities for each child.

Personal development, behaviour and welfare are good

Children show a strong sense of well-being and an attachment to the childminder. They approach her for comfort and reassurance. Younger children settle to sleep at rest time and wake happily. Older children initiate conversations, eagerly sharing their news and ideas. Babies smile and giggle when older children speak to them, give them toys and show them how to press a button to play music. Parents are happy with their children's care. They comment on the childminder's professionalism and organisation. They like the daily feedback they receive and comment about the progress their children are making. Children behave very well. They respond to the childminder's clear reminders to be careful and to share toys with their friends.

Outcomes for children are good

All children, including those with SEND, make good progress in their learning. Children are increasingly independent. They choose the toys they want to play with and help to tidy away when they have finished. Children are eager and motivated to join in with the activities. They make friends, recognise differences and show care and respect for one another. These are skills that help them be well prepared for the next stage in their learning and for starting school.

Setting details

Unique reference number	EY439283
Local authority	Lincolnshire
Inspection number	10085079
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	12
Number of children on roll	38
Date of previous inspection	4 July 2018

The childminder registered in 2011 and lives in Crowland, Peterborough. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with an assistant. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

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