

Childminder report

Inspection date	17 July 2019
Previous inspection date	19 December 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

- The childminder is qualified and experienced. She demonstrates pride, dedication and commitment to providing high-quality care for children and families. The childminder accurately identifies her strengths and knows areas she would like to develop. The childminder comments she would like to develop her confidence in her own abilities. Parents contribute to the evaluation process through annual questionnaires.
- Since the last inspection, the childminder has ensured her assistants have valid first-aid qualifications, and that the relevant certificates are available for inspection. This contributes to children's safety and well-being.
- The childminder and her assistant have a good understanding of how young children learn and develop. They provide children with activities and experiences they know they will enjoy. Children eagerly involve themselves in activities. Many are based on a direct request from themselves, such as messy play. This contributes to the good progress children make, including those for whom the childminder receives funding.
- Children appear happy and secure with the childminder and her assistant. Children demonstrate genuine affection and warmth towards them, and this is freely reciprocated. This helps to promote children's emotional security.
- The childminder has superb partnerships with parents and she makes good use of daily diaries. This helps to ensure parents are informed of children's daily activities, progress and ideas about how they can continue children's learning at home. Parents provide overwhelming written praise and support for the childminder.
- Children behave well and the different age groups play harmoniously together. The childminder gently helps children learn to share toys fairly. They listen carefully and respond well to her requests.
- The childminder does not make the most effective use of professional development opportunities to help enrich the quality of general practice even further.

What the setting needs to do to improve further

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

- explore professional development opportunities to further enrich the quality of general practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 several discussions with the childminder and her assistant. She reviewed 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.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a secure knowledge of the procedures to follow in the event of a child protection concern. They understand their responsibility to refer any such concerns to the appropriate professionals. The childminder supervises children closely and provides a safe and secure home for them to play. For instance, she uses safety barriers to prevent children from accessing other areas of her premises without her knowledge and supervision. The childminder attends local childminding meetings to help keep her knowledge of new legislation up to date. The childminder and her assistants work well as a team. Through discussions, the childminder ensures that her assistants keep their knowledge and skills updated.

Quality of teaching, learning and assessment is good

There is strong emphasis on children leading their own play and making their own choices about what they want to play with. The childminder and her assistant skilfully and subtly reshape and challenge children well. Children have access to resources to help develop their hand-to-eye coordination. They explore dough using several different one-handed tools, such as rolling pins, cutters and scissors, to create different effects. The assistant uses this activity to enhance children's mathematical skills. She encourages children to count how many balls they have created. She extends this further by asking them which is the smallest ball and which is the biggest. Children concentrate and engage well in their chosen activities. The childminder and her assistant play alongside children, which encourages them to explore and investigate and contributes to children's high levels of motivation.

Personal development, behaviour and welfare are good

The childminder supports the well-being of babies and young children very well. She instantly recognises when they are tired or hungry and responds accordingly. Children have good opportunities to practise and develop their physical skills. Babies learn to negotiate small steps in the garden. Older children push toy pushchairs and ride on bicycles. The childminder helps children to become familiar with her expectations. For instance, she explains they need to sit on chairs so they do not fall off. The childminder regularly offers children opportunities to visit parks, the library and a soft-play centre. This contributes to children learning about their local community.

Outcomes for children are good

Children acquire the skills that prepare them well for the next stage of their learning and their eventual move to school. They show confidence and curiosity in interactions with visitors. Younger and older children delight in joining in with nursery rhymes and completing the actions. Older children ask to insert their own unique words into popular rhymes and create new actions to songs. Children take responsibility for their self-care, such as washing their hands before eating. This helps to promote their independence. They demonstrate their imagination as they create pictures using glue and shiny stickers. Babies start to develop their early understanding of shape, space and measure well. They have fun emptying and filling different sized containers in the water tray.

Setting details

Unique reference number	EY358035
Local authority	Lincolnshire
Inspection number	10090980
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	19 December 2018

The childminder registered in 2007 and lives in Branston, Lincolnshire. 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 early years qualification at level 3. She works with three assistants on a regular basis. The childminder provides funded early education for three- and four-year-old children.

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