

Childminder report

Inspection date	8 July 2019
Previous inspection date	12 January 2016

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

- Children behave well. They demonstrate a good understanding of rules and boundaries. For example, they remind the childminder that they need to tidy away toys before they have a snack. Children explain to others the rules in games they play, such as to stand still when children stop playing with a tambourine.
- The childminder supports parents to promote their children's emotional well-being at home. For example, she helps them to establish a bedtime routine for their children.
- The childminder uses the knowledge she has gained from her childcare qualification effectively. She demonstrates a good understanding of how to promote children's learning and development. She attends training that helps her to extend her teaching skills. For example, this deepens her understanding of the importance to ask children open-ended questions and to give them plenty of time to respond. This helps to promote children's communication and language skills.
- The childminder works well in partnership with other early years settings and schools. She shares information with them about children's development. This helps to provide consistency in children's learning.
- The childminder provides opportunities for children to learn about the world, including nature. For example, she helps children to develop an understanding of the life cycles of insects.
- All children, including those in receipt of funding, make good progress from their starting points in learning.
- Although the childminder evaluates her provision well, she does not consistently gather the views of parents to help her to raise outcomes for children even higher.
- Occasionally, the childminder misses opportunities to further extend and challenge children's learning so that they can achieve the best possible outcomes.

What the setting needs to do to improve further

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

- involve all parents to help to identify ongoing improvements to the quality of care and education provided
- make better use of opportunities to further extend and challenge children's learning.

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 discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The childminder offers children a good 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. She carries out safety checks of her home to provide children with a safe environment to play. The childminder gathers information from parents about who can collect their children. She asks for photographs of people who she does not know, so that children do not leave her care with a person unknown to their parents. Safeguarding is effective. The childminder has a good understanding of the signs of abuse and where to report concerns about children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents when children first start about their prior learning and achievements. She uses this information along with her own observations and assessments to plan for what children need to learn next. The childminder provides plenty of opportunities for children to develop their mathematical skills. For example, she asks them to find 'two apples' in the garden. The childminder asks children if they know how old they will be at their next birthday. When children are unsure, she uses her fingers to represent numbers and asks children to count them. The childminder encourages children to develop their understanding of size. For example, she puts her feet alongside children's and asks them which are the 'biggest'.

Personal development, behaviour and welfare are good

Children demonstrate a good understanding of the importance of following good personal hygiene routines. For example, when children wash their hands, the childminder talks to them about germs. Children say, 'it will get in our tummies and make us sick'. The childminder offers children settling-in sessions when they first start. This helps the childminder and children to get to know each other. The childminder finds out about children's individual needs. This helps her to promote children's emotional well-being. Children demonstrate good social skills. They take turns with their friends when they play with a ball.

Outcomes for children are good

Children demonstrate good literacy skills. Older children recognise the letter of the alphabet that is at the beginning of their name. They turn the pages of a book and recall their favourite stories. Children demonstrate good physical skills. They show excitement when they chase the childminder around the garden. Older children develop their balance and coordination. Children are confident communicators. They listen well and follow instructions. Children learn important skills in readiness for their move on to school.

Setting details

Unique reference number	EY410995
Local authority	Lincolnshire
Inspection number	10074494
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	12 January 2016

The childminder registered in 2010 and lives in Skellingthorpe, Lincoln. She operates all year round from 7am until 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 two-, three- and four-year-old children.

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