

# Childminder report

<b>Inspection date</b>	30 July 2019
Previous inspection date	18 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 children a welcoming environment. Children have access to a wide range of resources that are organised to meet their needs. For example, the childminder provides toys at a low level for children to access indoors and outdoors, to promote their independence.
- The childminder evaluates her setting effectively. She gathers feedback from parents to help identify ongoing improvements. Recent changes to the garden offer children further opportunities to learn outdoors in all weathers.
- The childminder and her assistants are sensitive and responsive to younger children's needs. For example, when they show signs that they are tired, they provide them with a safe place to rest. The childminder and her assistants use the same electronic equipment as parents to help sooth children, such as lights and sounds. This provides consistency for children and promotes their emotional well-being.
- The childminder and her assistants encourage children to develop their mathematical skills. For example, when they talk to older children about their birthdays, they ask them if it is 'before' or 'after' their friends' birthdays. This helps children to develop their understanding of time.
- The childminder and her assistants know children well. They use their observations and assessments to identify what children need to learn next.
- Children make good progress from their starting points. Some children exceed typical levels of development for their age in some aspects of their learning. They develop well and learn skills in preparation for their move on to school.
- Occasionally, the childminder's assistants do not support children to extend their learning so they can achieve the best possible outcomes.
- The childminder does not provide all parents with ideas about how they can continue to support their children's learning at home.

## What the setting needs to do to improve further

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

- strengthen teaching skills so that every opportunity is made to maximise learning experiences for children to help them achieve the best possible progress
- offer ideas and suggestions to parents about how they can help to develop their children's learning at home.

### 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 and her assistants. She viewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents and grandparents through reading written feedback provided.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a secure knowledge of the procedure to follow in the event of child protection concerns. They work well together as a team. Through discussions, the childminder ensures that her assistants keep their knowledge and skills up to date. She supports them to complete childcare qualifications. The childminder extends her professional development. This helps to deepen her understanding of, for example, how to help children to develop their literacy skills. She provides opportunities for older children to develop their knowledge of sounds that represent letters of the alphabet. The childminder gathers information from parents when children first start to help her to identify their abilities. This helps her to plan for children's learning right from the start of their placement.

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

The childminder is well qualified and demonstrates a good understanding of how children learn and develop. She provides activities and experiences that she knows children will enjoy. For example, the childminder and children chase each other around the garden and press handles on containers to squirt each other with water. This helps children to develop their hand-to-eye coordination. The childminder and her assistants encourage children to make predictions in their play. For example, they show children ice and ask them if they think it is 'cold' or 'hot'. When children reply 'hot', the assistant touches the ice and puts their hand to the side of children's faces. Older children secure their understanding and quickly say, 'It is too cold'. The childminder and her assistants take children on visits away from the setting to help broaden their experiences. For example, they take them on bus trips to places of interest, such as the library, museum and park.

### Personal development, behaviour and welfare are good

The childminder and her assistants promote children's safety when they play outside on hot days. For example, they ensure that children wear hats, sun cream and keep hydrated. The childminder offers children healthy snacks and encourages them to try new foods, such as dried pineapple. Parents say that since children started attending, they eat more fruit and a variety of new foods. Children experience sociable mealtimes. They sit and talk with their friends. These experiences contribute to their communication skills, health and well-being. The childminder and her assistants actively promote positive behaviour. They encourage children to share toys and give them praise for their achievements. This helps to raise children's self-esteem.

### Outcomes for children are good

Children learn about the world, including living creatures. Older children show care and kindness when they hold the childminder's guinea pigs. They hold younger children's hands when they stroke the animals and encourage them to show the same levels of kindness. Children demonstrate good physical skills. Younger children climb into toy cars and push them along with their feet. Older children ride tricycles and use their feet to pedal. Children demonstrate their literacy skills. Older children confidently use pens and paper and talk about what they draw.

## Setting details

<b>Unique reference number</b>	EY431148
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10106415
<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>	1 - 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	18 June 2015

The childminder registered in 2011 and lives in Gainsborough. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants.

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