

Childminder report

Inspection date	5 August 2019
Previous inspection date	21 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 children settling-in sessions when they first start. This helps them to become familiar with the childminder and her environment. Children have a good relationship with the childminder. They demonstrate that they feel safe and are emotionally secure.
- The childminder finds out information from parents about children's prior learning and achievements. This helps her to plan for children's development right from the start of their placement.
- The childminder supports children's communication and language skills well. For example, she asks a good range of questions that encourage children to develop their thinking skills. Children are confident communicators and are keen to share their thoughts and ideas.
- Children make good progress from their starting points in learning. This includes children who are in receipt of funding. They develop key skills in readiness for future learning and for their eventual move on to school.
- The childminder has made changes to the environment since her last inspection. For example, she has increased the range of resources, such as building blocks. This provides further opportunities for children to build and construct.
- The childminder provides opportunities for children to learn about healthy eating. For example, she talks to them about nutritious foods and the positive impact these have on their hair, nails and teeth. When the childminder asks children why healthy foods are good for them, children hold out their arms and say it makes them 'strong'.
- The childminder does not adapt her teaching well enough to ensure that older children are consistently challenged in their understanding of numbers and counting.
- The childminder does not make effective use of professional development opportunities to extend her knowledge of how to support children's early writing skills.

What the setting needs to do to improve further

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

- strengthen teaching so that older children are consistently challenged to develop their understanding of numbers and counting
- explore professional development opportunities to help extend knowledge of how to support children's early writing skills to an even higher level.

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 throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

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. She gathers information from parents about who can collect their children. She asks for passwords from people who she does not know, so that children do not leave her care with a person unknown to their parents. The childminder gathers information from parents about children's interests at home. This helps her to plan for children's learning. She works with parents to encourage children to be independent, for example children fasten coats and buttons and put on their shoes. Parents comment positively about the care and learning their children receive. They say that their children are safe, happy and love spending time with the childminder.

Quality of teaching, learning and assessment is good

The childminder is qualified and demonstrates a good understanding of how children learn. She observes and assesses children's learning and identifies what they need to learn next. The childminder provides children with resources to help them develop their understanding of shapes. Children use triangles and squares and say that they are making, 'a house'. The childminder uses daily routines to support children's learning. For example, she asks them if they would like to use scissors to open food packaging at snack time. Children learn new skills, manage risks and use scissors safely. The childminder shares pictures and asks children questions about special events they attended. This helps children to recall past events, such as when they took part in races at a sports day.

Personal development, behaviour and welfare are good

The childminder offers a good range of toys that are organised to meet children's needs. She provides them at a low level for children to access, to promote their independence. The childminder encourages positive behaviour. For example, she shows children how to share and take turns. The childminder praises children's achievements and reminds them to use good manners. Children demonstrate an understanding of rules and boundaries. For example, they help the childminder to tidy away toys before they play a game. Children are polite and behave well. The childminder plans visits away from her home with children to broaden their experiences. For example, she takes them to the shops and parks. This provides opportunities for children to develop an understanding of their local community.

Outcomes for children are good

Children demonstrate good imaginative skills. Older children tell the childminder that they are building a 'castle' when they use larger building blocks. They put small blocks in a bowl and say that they are making 'tomato soup'. Children are physically active, listen well and follow instructions. They demonstrate good social skills. Younger children learn to play cooperatively with others. Children reach typical levels of development for their age.

Setting details

Unique reference number	260490
Local authority	Lincolnshire
Inspection number	10072742
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 June 2016

The childminder registered in 1998 and lives in 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 three-year-old children.

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