

# Childminder report

<b>Inspection date</b>	7 August 2019
Previous inspection date	27 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children reach typical levels of development for their age. This includes children who are in receipt of funded early education. The childminder is quick to identify any gaps in children's learning that emerge and addresses these swiftly.
- Children show their physical strength. They climb in and out of equipment in the garden. Younger children show good balance and coordination when they ride on scooters.
- Children develop strong attachments with the childminder and demonstrate that they are emotionally secure. They invite her to join their play and talk to her confidently about their needs and wishes.
- The childminder supports children's mathematical skills effectively. For example, she uses language such as 'bigger' and 'smaller' when she talks to them about the size of containers. The childminder asks children to count objects. This helps children to develop their understanding of size and numbers.
- The childminder promotes children's personal hygiene well. For example, she reminds children to wash their hands after they use the toilet. Children demonstrate a good understanding of why they wash their hands and say, 'Get those germs away.'
- The childminder extends her professional development. She reflects on her teaching practice and identifies ways to further support children's communication and language skills, for example, to give children time to answer the good range of questions she asks them. This helps children to develop their thinking skills.
- The childminder has not fully developed practices for sharing information with all other early years settings that children attend, to enhance the learning experiences children receive elsewhere.
- The childminder has not embedded systems to gather the views of parents to enable them to be fully involved in evaluating the provision.

## What the setting needs to do to improve further

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

- strengthen information-sharing practices with all other early years settings that children attend, to enhance continuity in children's learning
- develop ways to further involve parents in sharing their feedback to support the evaluation of the provision and to help raise outcomes for children even higher.

### 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.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

The childminder finds out information from parents about what children already know and can do when they first start to attend the setting. This helps her to plan for children's learning. The childminder shares information with parents about their children's achievements. She assists parents to further support children's learning at home. For example, she helps parents to support children to manage their own behaviour. Safeguarding is effective. The childminder has a good understanding of the signs of possible abuse. She knows the actions she must take if she has any concerns about a child's safety or welfare.

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

The childminder is qualified and demonstrates a good understanding of how children learn. She knows children well and uses observations and assessments to identify what they need to learn next. The childminder encourages older children to develop their literacy skills. For example, when children draw a picture of themselves, the childminder asks them what features they need on their face. Children confidently talk about the pictures they draw and say that they need eyes, nose and a mouth. The childminder provides opportunities for children to develop their understanding of the world, such as nature. For example, she asks children to find leaves in the garden to feed insects they find. This encourages them to show care and kindness towards living creatures.

### Personal development, behaviour and welfare are good

The childminder invites children to attend settling-in sessions when they first start. This helps children to become familiar with the childminder and her environment. The childminder gives children plenty of praise and encouragement. She reminds them to use good manners. Children behave well and are polite. The childminder offers children healthy snacks. She provides opportunities for children to learn new skills and to manage risks. For example, children use knives safely when they cut up a banana. The childminder encourages children to take responsibility for small tasks. She sings a song with children that encourages them to tidy away toys and resources.

### Outcomes for children are good

Children make good progress in their learning from their starting points. They develop skills that prepare them well for their next stage in their learning and for their eventual move on to school. Children demonstrate good imagination skills. Younger children use food packaging and toy food. They pretend to mix ingredients together to make 'soup' for the childminder. Children demonstrate good social skills and show that they are excited to play games with others. For example, older children put their hands over their eyes and count to 10 when other children hide in the garden. Children say, 'Coming, ready or not, here I come.' This helps them to learn rules of a game and shows their counting abilities. Children are independent, show good listening skills and follow instructions.

## Setting details

<b>Unique reference number</b>	EY450677
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10075237
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 June 2016

The childminder registered in 2012 and lives in Lincoln. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for three-year-old children.

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