

Childminder report

Inspection date: 4 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder has a good understanding of the needs of the individual children she cares for. She has high expectations for all children and plans a wide range of activities based on their interests. This motivates children to share their knowledge and experiences. The childminder asks children to talk about their recent holiday. Children demonstrate their understanding of the world. For example, they point to Canada on a map and confidently talk about family members who live there.

The childminder supports children's emotional well-being effectively. For example, when children first start, she offers them plenty of settling-in sessions. This helps her to meet the individual needs of children and their families. Children form strong relationships with the childminder and their peers. Younger children snuggle into the childminder for comfort when they are tired. Older children talk confidently to her about their needs and wishes. Children are happy, respectful and demonstrate that they feel safe and secure.

What does the early years setting do well and what does it need to do better?

- The childminder demonstrates a good understanding of how children learn. She observes and assesses children's learning and identifies what they need to learn next. Overall, the childminder demonstrates good teaching and supports children well to make good progress.
- The childminder promotes positive behaviour. She gives children plenty of praise and reminds them to share and take turns in their play. Consequently, children behave well.
- The childminder encourages children to be independent. For example, she asks older children to put on and take off their shoes.
- The childminder shares information about children's achievements with other early years settings they also attend. This promotes consistency in their learning.
- The childminder shares photographs and information about children's learning with parents. She supports them to continue to develop their children's learning at home. For example, the childminder provides parents with books to share with their children.
- The childminder extends her professional development. She attends training courses that help to deepen her understanding of how to support children's communication and language skills. The childminder asks children a good range of questions and gives them time to respond. This encourages children to develop their thinking skills.
- Children talk about their knowledge of how they can keep themselves safe when they ride on a scooter, such as wearing a helmet to protect their head. However, the childminder does not always consider how to help children to identify potential risks when they use technology.

- Children enjoy completing simple tasks, such as tidying away toys and resources. This helps to give children a sense of responsibility.
- The childminder supports children's literacy skills effectively. For example, when she reads them a story, she uses different tones in her voice and allows children to finish familiar sentences. Children listen well and respond positively.
- The childminder promotes children's personal hygiene well. Children tell the childminder that they need to wash their hands before they eat and after they have helped the childminder to feed her pet lizard.
- The childminder gathers the views of parents to help her to reflect on her provision. She has increased the range of resources she provides, such as a container to display objects for children to explore and investigate.
- The childminder encourages younger children to develop their early mathematical skills, including their understanding of numbers. For example, she counts the number of shells younger children put into a container. However, the childminder does not always make the best use of all opportunities to help children to develop their understanding further to help extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of possible abuse. She knows where to report any concerns she may have regarding a child's safety and welfare. The childminder attends child protection training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- strengthen teaching skills so that every opportunity is made to extend children's understanding to help them achieve the best possible outcomes
- explore ways to help children to learn about potential risks when they use technology.

Setting details

Unique reference number	EY546889
Local authority	Lincolnshire
Inspection number	10102525
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Bracebridge Heath. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector viewed areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors and outdoors, and discussed with the childminder the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed relevant documentation, including training certificates, policies and procedures.
- The inspector spoke to children throughout the inspection. She discussed with them their interests and enjoyment of activities.
- The inspector took account of the views of parents through reading the written feedback provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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