

Childminder report

Inspection date: 11 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder knows children and their individual needs well. She gathers information from parents about what children know and can do when they first start. The childminder uses this information to identify what children need to learn next. She supports children's learning well and helps to close any identified gaps in their development.

The childminder helps children to develop their communication and language skills well. For example, when younger children make babbling sounds, the childminder responds at appropriate times, showing them how to take turns in conversations. The childminder engages older children in singing activities. This helps them to develop their speaking skills and understanding of words that rhyme.

The childminder extends her professional development. She attends training courses and gathers information from other childminders. This has helped her to extend her knowledge of how to use sign language to support children's understanding of spoken words.

Children form secure attachments with the childminder and demonstrate that they are happy and safe. Younger children go to the childminder for cuddles. Older children share their achievements with the childminder. For example, they are keen to show her that they can use ice to build a tower.

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

- The childminder gives children tasks to complete. For example, she asks them to tidy away toys before they get others out to play with. This helps to give children a sense of responsibility.
- The childminder promotes children's physical skills effectively. For example, she supports younger children when they begin to walk and provides them with equipment to hold on to. The childminder plans visits away from her home to further children's interests. For example, she takes them to the park to use large climbing apparatus.
- The childminder provides opportunities for children to listen and concentrate. For example, when she reads them a story, she uses different tones in her voice to capture their attention. This helps children to develop a love of books and stories.
- Children experience sociable snack times and mealtimes. They sit and talk with their friends and the childminder. These experiences contribute to children's social development and well-being.
- The childminder shares photographs of children's achievements with parents. However, she does not consistently encourage all parents to continue to support

their children's learning at home.

- The childminder gathers the views of her assistant to help her to evaluate practice and identify areas for development. However, she does not fully explore opportunities to gain parents' views in order to focus on future improvements more sharply.
- The childminder invites parents and children to attend settling-in sessions when they first start. This helps children to become familiar with the childminder and her environment and contributes to children's emotional well-being.
- The childminder offers children experiences to help develop their understanding of different textures. For example, when children touch ice, they say, 'It feels like an ice cream'. The childminder talks to children about how ice melts into water. Children are motivated and interested to learn.
- Children are creative and have good imaginative skills. They put toy dolls into pushchairs and pretend to go shopping. They tell the childminder that they are, 'Going to get bananas'.
- The childminder encourages children to be independent. Children wash their hands prior to eating and pour their own drinks. Younger children begin to use a spoon to feed themselves.
- The childminder actively promotes positive behaviour. For example, she praises children's achievements and reminds them to use good manners. Children are polite and behave well.
- The childminder encourages children to develop their mathematical skills. For example, when she offers them bowls to use in their play, the childminder says, 'Would you like a big one or a small one?' This helps children to develop their understanding of language to describe size.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may suggest a child is at harm. She knows the actions she must take if she has any concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- provide more information for parents to support their children's ongoing learning at home, to help build on the good progress children already make
- further develop the system for evaluating practice and gather suggestions from parents to focus future development and to raise outcomes for children even higher.

Setting details

Unique reference number	EY292326
Local authority	Lincolnshire
Inspection number	10106293
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	12
Number of children on roll	20
Date of previous inspection	27 February 2015

Information about this early years setting

The childminder registered in 2004 and lives in Great Gonerby near Grantham, Lincolnshire. She operates all year round from 7am until 5.30pm, 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. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector viewed the areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors 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 and the childminder's assistant.
- The inspector spoke to children throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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