

Childminder report

Inspection date: 16 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 offers children a friendly and welcoming environment. Children are happy and help themselves to toys and resources. The childminder has high expectations for all children's behaviour. For example, she consistently reminds children to use good manners. Children are polite, behave well and know what is expected of them.

The childminder plans visits away from her home with children to broaden their experiences. For example, she takes children to soft-play centres, the park, museum and animal farms. This helps children to learn about their local community. Parents appreciate the trips the childminder takes their children on. They say they 'love that each day is different'.

Children benefit from discussions that are closely linked to their individual interests. For example, when children pretend to go shopping, the childminder talks to them about road safety, such as to look both ways before they cross a pretend road. This helps children to learn about how they can keep themselves safe when they walk in the street. The childminder checks for hazards in her home and garden. This helps to provide a safe and secure home for children to play in.

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

- 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.
- The childminder is qualified and has a good understanding of how children learn. She uses observations and assessments to help identify what children need to learn next and to help close any gaps in their development. Children make good progress from their starting points in learning.
- Children are excited to learn and to try new experiences. For example, the childminder's assistant asks children to smell and pick herbs in the garden. The assistant names the herbs, such as 'lemongrass' and 'lavender'. This helps children to learn about nature and extends their vocabulary.
- The childminder and her assistants support children's communication and language skills well. For example, they repeat words that children say to help them to hear the correct pronunciation. This encourages children to develop their speaking skills.
- Children are creative and demonstrate their imaginative skills. For example, they mix together jelly, herbs, flour, oats and carrots in a bowl and tell the childminder that they are making 'pasta'.
- The childminder encourages children to be independent. For example, children wash their hands prior to eating and after messy activities.

- The childminder and her assistant gather feedback from parents to help them reflect on their practice. Improvements, such as new toys and equipment, promote children's interests and encourage them to develop their imaginative play. For example, children pretend to go shopping with toy trolleys.
- The childminder provides opportunities for children to take and manage risks in their play. For example, she supervises children closely as they use knives to cut up carrots. However, she does not always help children to learn about the potential dangers of using sharp objects.
- The childminder talks to parents daily about their children's achievements. However, she does not consistently offer them ideas and suggestions about how they can continue to support their children's learning at home.
- The childminder helps children to develop a sense of responsibility. For example, she gives them tasks to complete, such as to tidy away toys. Children listen and follow instructions well.
- The childminder's assistant promotes children's literacy skills well. For example, she uses different tones in her voice when she reads children a story. This helps to capture their attention.
- The childminder establishes good links with other providers that children also attend. This contributes to continuity and progression in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of the procedures to follow in the event of child protection concerns. They understand their responsibility to refer any such concerns to the appropriate professionals. This promotes children's safety and welfare.

What does the setting need to do to improve?

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

- consistently help children to develop their understanding of the potential dangers when they use sharp objects
- offer parents ideas and suggestions about how they can help to develop their children's learning at home.

Setting details

Unique reference number	209060
Local authority	Lincolnshire
Inspection number	10064705
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 1992 and lives in Cranwell Village. She operates all year round from 7am until 8pm, 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 works with assistants and offers occasional overnight care.

Information about this inspection

Inspector

Hayley Ruane

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 one of her assistants. 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.

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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