

Childminder report

Inspection date: 9 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and safe home environment for children. Young children are happy, settled and play harmoniously together. For example, they share toy trains when setting them out on a train track. Children are confident when meeting new people and are keen to share their interests. The childminder has high expectations of children's behaviour and willingness to help. Children understand that if they tidy away play resources, this helps to organise the rooms and to make space for other activities. Children influence how their needs are met, for example by helping to choose their meal and pudding for lunchtime.

The childminder provides a broad range of child-initiated and adult-led activities for the children. They show excitement when they anticipate a musical instrument activity, saying 'it's going to be fun'. The childminder encourages children to try new ideas and to develop new skills. She helps children to understand that there is a cutting edge and a blunt edge on a shaped pastry cutter so they can cut the play dough with purpose. Children listen carefully and show good levels of concentration and perseverance when trying something new. They laugh with pleasure after blowing a slide whistle and making a sweeping change to the pitch of the whistle sound. The childminder offers warm praise for children's achievements.

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

- The childminder has engaged positively with training opportunities since her last inspection to help meet with the requirements and further develop her professional knowledge. For example, she has completed a paediatric first-aid course and additional training, in order to support her understanding of assessment to improve children's learning and development. She now assesses children's progress and uses her knowledge of what children can do to help plan for their next steps in learning.
- The childminder has close bonds with the children. She is caring and friendly with them and they are keen to be with her during activities.
- The childminder supports children's vocabulary by modelling language. She repeats some words that children use so that they hear how to pronounce them correctly. There are occasions when the childminder introduces new words to children, but she does not ensure their full understanding to enrich their vocabulary even further.
- The childminder has positive working relationships with parents. She discusses children's progress with them to share information and support children's ongoing learning. The childminder focuses on areas of learning that children need more support with.
- Children listen to stories and use books, which promotes their language and literacy. They show pleasure as they dance 'legs' they have made from play

dough, while singing the 'ABC' song with the childminder. Children learn how to make sounds with musical instruments and to recognise the differing sounds that instruments make. However, the childminder does not always make best use of songs and musical instruments to further extend opportunities for children's learning.

- Children thoroughly enjoy their experiences of being outdoors. They show curiosity and interest in the sunflowers plants they have grown from seed. The childminder shows them the seeds that have developed in the flower head. The children run their fingers over the seed heads while the childminder explains how they can use the seeds to feed wild birds and to grow other sunflower plants next year.
- The childminder is aware of children's life experiences at home and uses this information to broaden their learning. For example, she provides additional opportunities for children to socialise with other children at activity groups and to go on outings to parks.
- Younger children use numbers in their play, for example counting facial features to make a face out of play dough. They gain good control with their hand movements. In addition, children use tools to roll, form and shape malleable materials, such as clay.
- The childminder encourages children to be independent with their personal care. For example, they wash their hands after outdoor play. Children learn about healthy eating and where food comes from. They grow edible plants and fruits, such as strawberries, and pick these to eat when ripe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home safe and secure and monitors where children are and what they are doing. She keeps her understanding of child protection up to date by completing safeguarding training and holding relevant guidance documents. The childminder is aware of the possible signs and symptoms of abuse and knows that she must refer any concerns about a child's welfare to safeguarding agencies.

What does the setting need to do to improve?

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

- extend further children's communication and language skills, helping them to understand and use new words that enrich their language
- extend further children's opportunities for learning through songs and musical games.

Setting details

Unique reference number	260519
Local authority	Lincolnshire
Inspection number	10105912
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 April 2019

Information about this early years setting

The childminder registered in 2001 and lives in Baston. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Mark Evans

Inspection activities

- The inspector viewed all areas of the home used by children.
- The inspector looked at relevant documentation and considered policies, including those for safeguarding, accidents, qualifications and training, and risk assessment.
- The inspector held discussions with the childminder, including the activities she provides and how she supports children's learning.
- The inspector observed the quality of teaching, children's activities, and children's interactions with the childminder, indoors and outdoors.

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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