

Childminder report

Inspection date: 23 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	Good
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What is it like to attend this early years setting?

The provision is good

When children arrive, they are happy and confident to leave their parents. Children instantly engage in play and explore the environment. The childminder is sensitive to children's needs and recognises when children need support or comfort. Children snuggle up to the childminder and lift their arms up to her to be picked up. This shows the positive relationship they have with the childminder, which contributes to children's sense of security and belonging.

The childminder knows what children can do. She has high expectations of what she wants the children to learn next. For example, when younger children start to use single words, such as 'spider', the childminder extends this and says, 'Purple spider'. This encourages younger children to begin to put two words together. The childminder sings nursery rhymes with children and helps them to learn how to take turns in conversations. This contributes to children's good communication and language skills.

Children behave very well and play harmoniously together. They have impeccable manners and say, 'Thank you' when the childminder offers them a snack. Younger children put their hands over their mouth when they cough. Children are consistently polite and courteous. Children learn about similarities and differences. For example, the childminder helps them to understand that some families have same sex parents, to help children learn about diversity.

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

- The childminder offers children a good range of toys and resources. She assesses what children can do and understands what they need to learn to reach their full potential. Consequently, she helps children to develop knowledge and skills across all aspects of learning. Children are engaged and interested to learn. They say what they like to do, such as 'Playing with the little ones', 'Colouring' and 'Playing games'.
- The childminder uses the curriculum to broaden children's horizons beyond the setting and home. For example, she helps children to learn about a journey of a family who are travelling around the world. Children learn the names of different countries and track the progress they make on a world map.
- Children enjoy secure friendships. They sit together at mealtimes and interact with each other. This contributes to children's social skills.
- The childminder promotes children's independence well. For example, she gives older children plenty of time to put on their shoes. She helps younger children take off their coat. Children say, 'Pull' when they take their arms out of the coat.
- The childminder provides opportunities for children to learn new skills. For example, she shows them how to use a dustpan and brush. Children show a

positive attitude to learning and sweep the floor on their own.

- The childminder encourages children to be creative. She shows them how to play different musical instruments. Children bang and shake objects and develop an understanding of how sounds can change.
- The childminder helps children to develop their mathematical skills and in particular, their knowledge of shapes and space. For example, she talks to them about the names of different shapes. She encourages younger children to persevere when they try to fit shapes into an appropriate space.
- The childminder gives children time and space to test their own physical abilities. Younger children independently take and manage risks safely when they negotiate steps leading to the garden.
- The childminder extends her professional development. She completes training to develop her understanding of how to support children to learn about people and communities. For example, she shows children pictures of themselves and their family, which ignites conversations about people they know.
- The childminder shares information with parents about their children's learning and development. However, she does not consistently offer parents ideas about how they can continue to support their children's learning at home.
- Parents praise the childminder and comment that they are, 'Very happy with the care provided'. They state that they are confident to leave their children and know that they are happy and safe in the childminder's care.
- The childminder offers fun activities that excite children. For example, when they use a bubble machine, older children reach up high to pop the bubbles, younger children flap their arms and say, 'Pop'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs of abuse and where to report concerns she may have regarding children's safety or welfare. She regularly undertakes training to keep her knowledge up to date to safeguard children. The childminder gathers information from parents about who can collect their children. She asks for passwords for people she does not know, so that children do not leave her care with a person unknown to their parents. This promotes children's safety.

What does the setting need to do to improve?

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

- offer parents ideas about how they can help to develop their children's continued learning at home.

Setting details

Unique reference number	EY407428
Local authority	Lincolnshire
Inspection number	10074443
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	8
Date of previous inspection	1 June 2016

Information about this early years setting

The childminder registered in 2010 and works from the home of her co-childminder in Lincoln. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- 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.
- 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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