

Childminder report

Inspection date:

7 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and safe and enjoy their time with the childminder. They arrive at the setting excited and ready to learn. The childminder has a lovely rapport with the children and knows them well. She is friendly and attentive to their individual needs. Children are settled, and their emotional well-being is fully supported. They behave well, learn to share and take turns as they play. The childminder spends time reflecting on children's interests. She plans learning opportunities that build on what children know and need to learn next.

The childminder has high expectations for children's achievements. For example, she provides plenty of stimulating learning opportunities. Children help to grow and harvest vegetables at their community allotment. They pick fruit at a fruit farm and attend regular sessions at different playgroups. These opportunities help children to socialise with others in larger groups. The childminder organises visits to shows and exhibitions beyond her local community. These extend and capture children's imagination. For example, they experience the atmosphere of attending a theatrical performance. Children see their favourite television characters performing on stage. This extends their interest and builds on their learning in different environments. Parents' contributions are valued and help to inform assessment and planning processes. They say communication is good and they receive daily updates on children's progress. This helps them continue to support their children's learning at home.

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

- The childminder provides a warm, stimulating and welcoming environment. Children are happy and readily seek reassurance and enjoy interacting with her as they play. They are well cared for, growing in confidence and motivated to do things for themselves. For example, she encourages their independence in activities and care routines.
- The childminder makes precise observations of children's learning needs. This helps to address and identify any gaps in their progress. Children enjoy playing with good-quality resources. For example, the childminder has built an indoor 'bird hide' with a camouflaged cover. There is a lantern, comfortable seating area, bird recognition charts and binoculars to see the birds in the garden. This ignites the children's interests and they return to this at different points in the session.
- The childminder understands how children learn and what she must do to prepare them for the next stage in their learning. She is experienced and well qualified and has high expectations of all children making good progress and behaving well. As an example, she expects children to persevere with tasks and concentrate. This helps children gain the important skills they need for their

eventual move on to school. Children respond well to the praise she gives them. However, she has not kept up to date with her continuing professional development to build further on her good practice.

- Partnerships with parents are strong. Children's needs are well met. The childminder observes children's development and regularly tracks their progress. She shares this information with parents effectively. Parents receive good suggestions for activities and routines they can continue at home. For example, to support children in the next stage of their development, such as toilet training.
- The childminder promotes healthy lifestyles effectively. For instance, she encourages children to follow good hygiene routines and provides them with nutritious meals and snacks. Children have regular exercise and fresh air in local parks. They make frequent visits to various places of interest, for instance, the county show, museums, churches and temples. This enriches their learning opportunities. The childminder supports children to develop positive attitudes towards others. They explore different cultures through stories and festivals. This helps to promote children's understanding of their similarities and differences. Children behave well and the childminder encourages them to be kind and considerate towards each other.
- The childminder encourages children to learn through using their senses. For instance, during an adult-led activity, she provides a wide range of different resources. These delight children and stimulate their imagination. They investigate different scents, textures, shapes and sounds. Children use a range of tools effectively. For example, they use tongs and a variety of scoops to fill different containers. These tools help children develop their small muscles as they build on their developing coordination skills. Children count and accurately identify numbers as they play. The childminder uses open-ended questions and talks to the children about how the objects feel and what they have found. However, sometimes she does not fully use this opportunity to extend children's vocabulary further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to promote children's safety and protect them from harm. She is aware of the signs and symptoms of abuse in relation to child protection and wider safeguarding matters, such as the 'Prevent' duty. The childminder is confident in the procedures to follow should she have concerns about a child's welfare. Her home is safe and secure. The childminder carries out regular risk assessments of her home and garden and takes steps to minimise potential hazards. She always keeps her dog apart from children to help ensure their safety.

What does the setting need to do to improve?

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

- make the most of available professional development opportunities to build the already good practice to a higher level
- extend children's good communication skills and consider ways to widen their vocabulary.

Setting details

Unique reference number	EY255081
Local authority	Lincolnshire
Inspection number	10073180
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2003 and lives in Tallington, Lincolnshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Peter Towner

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 a number of discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through a meeting and 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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