

Childminder report

Inspection date: 5 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

When children first start attending, the childminder finds out from parents about their children's interests and the toys they like to play with. She provides activities that she knows they will enjoy. This contributes to children feeling emotionally safe and secure.

Children are happy and have fun. When they play in the garden, they show great excitement when they search for and find soft toys. Older children count how many they have found, pointing to each one in turn. This shows their developing mathematical skills.

Children have positive relationships with the childminder, her assistants and other children. They enjoy the interactions they have with them through play. The childminder has high expectations of children's behaviour. She reminds children to use good manners. Children behave appropriately for their age and are polite.

The childminder offers children unique opportunities to develop an interest in books and stories. She uses different tones in her voice when she reads to them, leaves off the end of sentences for children to finish and offers them soft toys that link to specific characters in books. Children listen well and are focused and engaged. They develop skills for their future learning.

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

- The childminder is patient and gives younger children plenty of time when they negotiate how to get down a step to her garden. Children show pleasure in completing tasks on their own.
- The childminder and her assistants support children's communication and language skills. For example, the assistants name musical instruments that children play with, such as a 'xylophone' and 'flute'. This helps children to develop their vocabulary and understanding of the objects that they play with. Children show a positive attitude to learning. However, the childminder and her assistants do not consistently extend and build on children's knowledge and abilities, to help them make as much progress as possible in their learning.
- The childminder supports her assistants well. She invites them to attend supervision meetings to reflect on their practice and to identify how they can continue to support children's learning.
- The childminder and her assistants support parents to continue their children's learning at home. For example, to support children's mathematical skills, they talk to parents about looking at the numbers on houses when they walk with their children in the street. However, the childminder does not ensure that all parents receive information about their children's level of learning.

- The childminder gathers information about what children already know and can do when they first start. She uses this information to plan for what children need to learn next. Children make good progress from their starting points in learning. This includes children who are in receipt of funded early education.
- The childminder uses her curriculum to broaden children's experiences. She has recently purchased all-in-one suits, which enables children to play outdoors in all weathers. This particularly benefits those children who prefer to learn outdoors or those who do not always have these experiences at home.
- The childminder supports children's mathematical skills. For example, she encourages younger children to compare the size of their hand to another person's painted handprint. This helps children to develop their understanding of size.
- The childminder offers children a range of nutritious snacks and meals. Children enjoy being sociable with their friends and adults at mealtimes. They talk about what they see out of the window, such as aeroplanes and clouds. This contributes to children's social skills and them making relationships.
- The childminder encourages children to be independent. She provides them with a step in the bathroom, which enables them to reach the sink. Children wash their hands independently. Furthermore, they put on coats and shoes to play outdoors.
- The childminder extends her professional development. This helps to deepen her knowledge of how to provide children with opportunities to take and manage risks, such as learning how to use real tools outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home and uses safety equipment to stop children accessing certain parts of her home unaccompanied. This helps her to provide children with a safe environment to play. She carries out robust recruitment procedures when she employs assistants to ensure that they are suitable to carry out their roles and responsibilities. The childminder and her assistants have a good knowledge of child protection. They know the signs of abuse and where to report concerns about a child in their care. 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:

- strengthen interactions with children to extend and build on their knowledge and abilities to help them make the best possible progress
- consistently share information with all parents about their children's levels of learning.

Setting details

Unique reference number	EY428978
Local authority	Lincolnshire
Inspection number	10114450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	18
Number of children on roll	9
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2011 and lives in Lincoln. She operates during term time from 7.45am until 5.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years teacher status. She works with assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the premises that children use.
- The inspector observed the quality of education 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 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 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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