

Childminder report

Inspection date:

7 February 2020

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

Met

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel emotionally safe and secure. The childminder offers children a uniquely relaxed, home-from-home environment. Children confidently move around her home and make choices about what they want to play with. They are keen to share their learning experiences with the childminder. This shows the extremely close relationship they have with her. Children use good manners and show kindness to the childminder. They behave well and are polite.

The childminder knows children very well. She also works at the local pre-school that children also attend. This gives her an in-depth knowledge of children's interests, likes and what they need to learn next. She complements the learning experiences children receive elsewhere. For example, children have opportunities to learn about wildlife. They look at and research birds and their eggs in books. Children collect leaves, moss and sticks in the garden and pretend to make a bird's nest.

The childminder has high expectations of children's learning. When children show an interest in looking at a book, she encourages them to learn the sounds that represent some of the letters they see. Children listen to the childminder when she reads stories and recognise when she uses rhyming words.

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

- The childminder uses her curriculum to complement and broaden children's experiences. She takes them into the local community to places of interest, such as a farm. She provides opportunities for children to develop their understanding of the wider world. Children have opportunities to look at books that show other people's religions and beliefs, and they say hello to their friends in different languages.
- The childminder finds out about children's prior learning when they first start. This helps her to plan for what children need to learn next. Children make good progress from their starting points in learning.
- The childminder helps children to develop their mathematical skills. When older children tell her how old they are, she asks them how old they were previously. This contributes to children's understanding of subtraction. Outdoors, when children play with balls, she asks them to count the number of balls they hold and how many she is holding. The childminder then asks children to add the numbers together. This encourages children to begin to use addition.
- The childminder recognises the importance of sharing books with children. She teaches children where the index and title are in a book. Children have opportunities to develop their writing skills. They draw pictures of birds' eggs

and tell visitors that one looks like a zebra because it has stripes.

- The childminder makes sure children have opportunities to be independent. Children put on their shoes and coats before they play outside.
- The childminder does not make effective use of professional development opportunities to enhance her already good interactions with children even further.
- The childminder offers children healthy and nutritious snacks and meals. Children demonstrate their understanding of foods that are good for them, such as apples and grapes.
- The childminder works closely with parents and shares information with them about children's achievements. For example, she sends them photographs of their children playing. The childminder supports parents to continue children's learning at home, for example, to read stories to promote literacy skills. Parents make positive comments about their children's experiences. They say that their children build excellent relationships with the childminder, who they 'love and respect'.
- The childminder provides opportunities for older, school-aged children to learn about the potential risks when they use technology to access the internet. However, she has not considered how to do this with early years children.
- The childminder gives children plenty of praise and encouragement. This helps to raise their self-esteem and confidence. Children demonstrate a sense of pride in their achievements. For example, when they draw pictures of eggs, they confidently show the childminder their artwork and put it in their bag to share with parents when they go home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She knows the signs that may indicate a child is at risk of harm. Furthermore, the childminder is confident with the procedures to follow should she have any concerns about a child's welfare. The childminder maintains a relevant first-aid qualification. This helps her to respond appropriately in the event of an accident or emergency. The childminder carries out safety checks in her home. This contributes to a safe environment for children to play.

What does the setting need to do to improve?

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

- strengthen professional development to build further on interactions with children to help them to achieve the best possible progress
- strengthen opportunities for children to develop their understanding of how they can identify potential risks when they use technology to access the internet.

Setting details

Unique reference number	208654
Local authority	Lincolnshire
Inspection number	10114467
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 August 2015

Information about this early years setting

The childminder registered in 1993 and lives in Grantham. She operates during term time from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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 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. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.
- The inspector took account of the views of parents through discussions and 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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