

Childminder report

Inspection date: 14 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

The childminder and her assistant provide children with unique opportunities to help them to manage their feelings and behaviours. For example, the childminder shares book with children about sharing. Children demonstrate their understanding of the rules and boundaries in her home. They say that they are not allowed to run indoors because they could fall and hurt themselves. Children behave well and know what is expected of them.

Children are happy and very confidently share their thoughts and ideas with the childminder and her assistant. They demonstrate that they feel safe and secure. Children show their knowledge of different cultures and forms of exercise. They ask the childminder, her assistant and visitors to copy them when they fold their legs in front of them, put the palms of their hands together and say 'Namaste'.

The childminder has high expectations for children's learning. For example, when older children ask to count to 100, she supports them to do this and clarifies some of the numbers they struggle to remember. The childminder encourages children to be creative. Children use paint to explore how colours can change. They mix together orange and blue and say that they have made 'brown'.

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

- The childminder offers children healthy snacks. Children show their understanding of nutritious foods. When they play with toy apples, the childminder asks them why they are good for them. Children reply, 'It makes us strong'.
- The childminder and her assistant provide opportunities for children to learn about how they can keep themselves safe. For example, outdoors when children ride on tricycles, they talk to them about what the colours of traffic lights mean. They show children how to walk safely across a pretend road. Indoors, when children wear oven gloves and pretend to take cakes out of a play oven, the assistant asks them what would happen if they did not wear gloves, children reply, 'It will burn'.
- The childminder knows children well. She uses the curriculum to ensure that children have frequent access to her garden and to visit places of interest locally. For example, she takes them to woodland and local parks. This is particularly beneficial for those children who have limited access to outdoors at home.
- The childminder and her assistant extend their professional development. They attend training courses that help to deepen their knowledge of how they can support children's communication and language skills. For example, when they read stories to older children, they ask them a good range of questions about

images they see on the pages. This helps children to develop their thinking skills. The assistant explains how he uses simple, clear words when he speaks to babies, to help develop their speaking skills.

- The childminder has good partnerships in place with local schools. She shares toys and resources with teachers to promote children's learning. She provides them with information about children's learning when they move on to school. The childminder takes children to schools, for example to look at chicks. This helps them to become familiar with the school environment, helping them to be emotionally ready for their move on to school.
- The childminder reflects on her practice. She has introduced an electronic program to observe and monitor children's progress. Parents have access to this information and can see pictures of their children and their achievements. The childminder identifies how this system provides parents with further information about their children's day.
- The childminder encourages children to develop their literacy skills. Children bring books from home to share with their friends at story time. The childminder encourages children to borrow books to take home and supports parents to read to their children. Children have opportunities to develop their writing skills. Older children use chalk to draw pictures of visitors. Outdoors, younger children use paint brushes with water to make marks on a fence. They demonstrate a positive attitude to learning. However, occasionally, the childminder and her assistant do not make the most of opportunities when they play alongside children to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean environment for children to play in. She uses equipment, such as a gate, to stop children from accessing certain parts of her home unaccompanied. This contributes to their safety. The childminder gathers permission from parents to leave their children with her assistant for a maximum of two hours. Both the childminder and her assistant maintain relevant first-aid qualifications. This helps them to respond appropriately in the event of an accident or emergency. The childminder and her assistant know the signs of abuse and where to report concerns about children's safety or welfare.

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 all opportunities that arise during interactions with children, to extend their learning and help them make as much progress as possible.

Setting details

Unique reference number	EY407488
Local authority	Lincolnshire
Inspection number	10114441
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Lincoln. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She 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 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 and her assistant. She reviewed a sample of 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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