

Childminder report

Inspection date: 25 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

Children flourish in the childminder's care and enjoy spending time with her. They develop warm, secure and caring relationships with the childminder, which helps them to feel safe and happy. Babies smile as they arrive, separate well from their carers and settle instantly with the childminder. The childminder is sensitive to children's individual needs and recognises quickly when young children need to eat, drink or sleep.

The childminder has high expectations for all children and knows them well. She responds quickly to children's unique interests. The childminder quickly identifies activities which will build on their learning and experiences. For example, when children show an interest in floaty scarves, the childminder introduces a song and together they wave the scarves to the tune. Children are motivated and join in enthusiastically with activities, such as marching energetically to songs.

Children access many natural resources to help them to build on their sensory experiences in their learning. They engage in daily outdoor play and benefit from forest school activities such as using tools and looking for insects. Young children are kind to one another and respond positively when the childminder reminds them to share.

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

- The childminder supports children's speech and language development effectively. She engages children in conversation throughout the day to extend their communication skills. She speaks clearly and uses repetition of language to help children say words correctly. Children attend local groups where they participate in singing and craft activities. This provides opportunities for children to interact with others and develop their social and language skills even further.
- Children are curious to explore the interesting resources and are very keen to take part in activities. All children make good progress and are developing a wide set of skills needed for their future learning. They cooperate well and show determination to be independent. For example, two-year-olds take off their own shoes and coats and help tidy away. They enjoy listening to stories and express delight when they lift the flaps in the book. Water-based drawing mats enable children to develop hand strength and delight them when they make marks and drawings.
- The childminder knows the children very well. She can describe their individual needs and the progress they have made since being with her. The childminder knows their interests and what they enjoy doing. She plans a curriculum that she knows children will enjoy and that will promote their next steps in learning. Occasionally, the childminder misses opportunities to build challenge into

children's play to extend their learning further.

- Children have many opportunities to be physically active when indoors and in the garden. They enjoy rolling large trucks down ramps. This develops their spatial awareness and understanding of how things work. Babies hold onto furniture and are growing in confidence, ready to take their first steps. Activities are strategically placed to encourage babies to pull to stand to enhance this physical development.
- The childminder plans well for her own professional development. She recognises the importance of continuously updating her knowledge and understanding to provide high-quality learning opportunities for children. The childminder has good relationships with other childminders in the area and shares ideas and suggestions to build further on her practice.
- The childminder ensures that she works closely with parents to provide a consistent approach to the support children receive. She sends electronic assessments of their child's development regularly to enable parents to have a clear understanding of their child's progress. Parents comment on the great progress their children have made since starting with the childminder.
- The childminder accesses activities within the community, such as local playgroups and parks. Children also enjoy outings further afield. For example, children enjoy regular trips to the woods for forest school activities. The childminder offers children a wide range of opportunities and social environments. These promote understanding of people and communities and expand on their experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training and knowledge. She implements her policies and procedures consistently to keep children safe and secure. The childminder knows how to identify the different signs and symptoms of abuse. She also knows how to refer her concerns to the correct authority in a timely way. The childminder has completed a specific first-aid course for forest schools. Therefore, she is aware of the potential risks this differing environment and the activities there can present. She carries out daily risk assessments of her home environment to minimise the risks posed to children's safety and well-being.

What does the setting need to do to improve?

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

- focus even more on challenging young children to help them to make the best possible progress towards their next steps in learning.

Setting details

Unique reference number	EY305966
Local authority	Lincolnshire
Inspection number	10114420
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	18
Number of children on roll	13
Date of previous inspection	10 October 2014

Information about this early years setting

The childminder registered in 2005 and lives in Spalding, Lincolnshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Sharon Waterfall

Inspection activities

- The inspector observed the interactions between the children and the childminder during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a learning walk and joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She 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 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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