

Childminder report

Inspection date	25 January 2019
Previous inspection date	16 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder finds out about children's interests and prior learning when they first start. This helps her to establish children's abilities and to promote their interests through play.
- Children settle quickly when they first start. They show they are confident, independent and emotionally secure. Young children give the childminder kisses, showing their close attachment with her.
- Parents comment positively about the childminder. They say that she helps children to develop their confidence and provides them with opportunities to mix with other children.
- The childminder observes children as they play and completes a written summary of their progress between the ages of two and three years. She shares this with parents and health professionals. The childminder is quick to identify and close any gaps in learning. Children make good progress in their development.
- The childminder helps children to be emotionally ready for their move on to school. She takes them to attend special events at the school. The childminder talks to children about the changes they will face and the new people they will meet.
- Children learn about how they can keep themselves safe. They complete evacuation drills in the childminder's home. Children learn about road safety.
- Although the childminder evaluates her provision well overall, she does not consistently involve parents in order to help improve outcomes for children further.
- The childminder has not established a highly focused programme of professional development in order to help raise the quality of her teaching further.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to give their views on the setting and to contribute towards its continual improvement
- focus more precisely on a targeted programme of professional development in order to help raise teaching skills and to improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 looked at 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 the written feedback provided.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of child protection matters up to date. She knows where to report any concerns she has regarding children's safety or welfare. The childminder completes safety checks in her home. She uses equipment that enables her to hear babies when they wake from sleep. She promotes their well-being effectively. The childminder shares and gathers information about children's learning from other early years settings they attend. This helps to identify children's individual needs and how to support them in their development. Overall, the childminder works hard to develop relationships with parents. She shares pictures with them of their children playing and information about their daily routines. The childminder finds out about special events at home and uses this to complement children's experiences in her setting.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She plans activities for children based on their interests and what they need to learn next. She provides resources to help children to develop their hand-to-eye coordination. Young children post objects in containers to hide them. They learn that something is present even if they cannot see it. The childminder supports young children's developing communication and language skills well. When children make babbling sounds, she repeats these. Children learn about taking turns in conversations. The childminder promotes children's physical skills well. She holds onto babies' hands and encourages them to pull themselves up to standing. The childminder puts a high value on outdoor play. Children have opportunities to use slides and ride-on toys and to develop their imaginations in the garden.

Personal development, behaviour and welfare are good

The childminder helps children to learn about a healthy lifestyle. She provides them with freshly cooked meals. The childminder provides plenty of opportunities for children to bake and to make meals. Children use fresh ingredients when they help the childminder to make banana bread. Children learn how food is made. The childminder encourages children to try new foods. She breaks up food, making it smaller for babies to hold and eat. This promotes their safety when they try solid foods. Children learn about life cycles. They watch as chicks hatch and grow. Children help the childminder to fetch eggs from her chickens in the garden. The childminder praises children's achievements. Young children show their excitement when they receive praise. They smile at the childminder and give her good eye contact.

Outcomes for children are good

All children, including those in receipt of funding, make consistently good progress across all aspects of learning. They develop skills for their eventual move on to pre-school or school. Children learn about the world around them. Younger children explore the texture of different materials. Older children learn how to use electronic equipment. Children develop good literacy skills. Older children make marks using paint and pencils. Young children develop their interest in books when they look at images on the page.

Setting details

Unique reference number	208840
Local authority	Lincolnshire
Inspection number	10064620
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 July 2015

The childminder registered in 1994 and lives in Binbrook. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

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