

Childminder report

Inspection date	11 March 2019
Previous inspection date	9 October 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 experienced childminder has a good understanding of child development. She uses her knowledge of outcomes for children to anticipate what they need to learn next. Consequently, given the childminder's good teaching strategies, children make very good progress from their starting points.
- Children make superb progress in their communication and language skills. This is encouraged and supported well by the childminder. She genuinely listens to the children and gives them high praise for using complicated words, such as 'Gruffalo'.
- Young children begin to develop exceptional early literacy skills. They show a strong love of books, delving into a book box and choosing a favourite story. They proceed to 'read' the story from the pictures. Furthermore, children choose book after book to read both on their own and with the childminder.
- The childminder is an excellent role model to the children. She consistently offers them praise and encouragement, and thanks them for their good manners and help. This contributes to children's self-confidence and self-esteem.
- Children form exceptionally good relationships with the endearing, kind and caring childminder. They are happy and confident in her care, showing complete confidence and self-assuredness around visitors. The childminder knows children's individual needs and personalities well. This contributes to children's emotional security.
- Partnership working with parents is good. The childminder regularly shares children's learning records with parents to help ensure continuity in children's care and learning. Parents speak highly of the childminder. They comment she is calm and patient, and has a natural talent and empathy with the children.
- Although the childminder keeps her knowledge of changes up to date, there is less emphasis on continuing her professional development to raise the standards of her setting and teaching even further.

What the setting needs to do to improve further

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

- consider ways to focus professional development in order to raise the quality of the setting and teaching even further.

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 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.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to keep children safe. She knows the possible signs that may alert her to a concern about a child's safety or welfare. The childminder's documentation is effectively organised and in line with current requirements. This helps to safeguard and protect children. The childminder has considered the risks and hazards in her home. This helps to ensure children play and explore in a safe environment. Furthermore, when walking out beyond the setting, the childminder considers children's safety. For example, when toddlers walk, they wear reins. The childminder is committed to continual improvements to further strengthen her provision. She seeks the views of parents through annual questionnaires.

Quality of teaching, learning and assessment is good

The childminder instinctively knows when to interact with children and when to allow them to play and explore independently. She knows what children like to do and uses their interests to extend and challenge their learning. For example, children who enjoy painting, further their hand-to-eye coordination using rollers and sponges to paint. Toddlers try out new skills, such as using scissors to cut paper. The childminder watches patiently before gently encouraging them and showing them how to use the scissors effectively. Children look at number books; they count from four to 10 and, encouraged by the childminder, they recognise and name colours. This helps to promote their mathematical skills.

Personal development, behaviour and welfare are good

The childminder encourages new children to come and visit her for short sessions before they start. Furthermore, she supports them to bring comforters from home. This contributes to children's emotional security from the start. The childminder works closely alongside parents to support routines at home. For instance, when parents begin toilet training their children, the childminder complements this by introducing it in the setting. The childminder takes the children to the shops and the park regularly. Furthermore, she walks to and from the school daily. This contributes to children's physical development and ensures they receive daily fresh air. The childminder diligently reminds toddlers to drink their water. This helps to ensure they remain hydrated throughout the day, contributing to their well-being. The childminder provides children with small-world play characters and books to help promote their understanding of similarities and differences in the people they might meet.

Outcomes for children are good

Children learn a range of valuable skills that help to prepare them for their future learning and eventual move to school. They show a sustained level of interest in everything they choose to do, whether that be small-world play or painting. Toddlers recall special times they have spent with their family, visiting a local wildlife park. This contributes to their growing understanding of special people and the world. Children show a keen interest in technology. They know to press buttons on books to make sounds and music. They show their creativeness by dancing to the music when it plays.

Setting details

Unique reference number	209022
Local authority	Lincolnshire
Inspection number	10064622
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 October 2015

The childminder registered in 1993 and lives in Waddington, Lincolnshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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