

Childminder report

Inspection date: 14 November 2019

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 are well supported to achieve the next steps in their learning. During a counting activity, the childminder introduces lots of fun and interesting ways to encourage recognition of written numbers. Children count and match a specified number of conkers to the written numeral on some pictures of trees. The childminder increases children's understanding even further when she asks them to find the corresponding number on some dice. The childminder introduces further challenge when she asks children to complete the task again, in mixed-up numerical order. Children respond well to her strong and effective teaching. They sustain high levels of concentration throughout the activity and demonstrate that they are making good progress with their mathematical knowledge.

Children behave well. They are provided with consistent messages regarding what is expected of them, for example to listen to instructions. Children demonstrate that they are confident and that they feel happy and secure in the childminder's care. They are keen to talk about their favourite toys and the activities they would like to do next. They are able to independently access the very well-resourced childcare environment and make their own choices about what to play with.

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

- Children are making good progress with their speech and communication. The childminder talks to children very clearly, supporting the development of their language and vocabulary well. This is reflected in children's clear pronunciation of complex words, for example when recalling the names of several types of dinosaur.
- The childminder maintains strong relationships with parents and the other settings that children attend. She is aware of what children are learning at their other educational provisions. For example, she encourages children to find their skull because she knows they have been learning about parts of the human body. This well-rounded approach further embeds children's learning. Parents comment positively on the progress their children have made in the childminder's care.
- The childminder extends children's learning very well. That said, she sometimes misses opportunities to deepen their understanding even further. For example, she consistently reminds children to take turns during a game. However, every so often, she does not praise them when they achieve this. This means that their learning is not always reinforced as well as it could be.
- Children are independent in managing their personal care needs. They recognise when they need to wipe their noses or wash their hands. The childminder is a good role model. She teaches children how to look after their physical health. She provides them with healthy snacks and encourages them to do things for

themselves, for example peeling their own fruit.

- The childminder knows children and their families well. As a result, she identifies the type of learning environments and opportunities that will provide children with the most valuable experiences to them. For example, she provides quieter times during which children can express themselves through craft activities.
- The childminder plans and provides a broad range of activities, both indoors and outdoors. She teaches children new skills in a logical and sequenced way. For example, when completing a jigsaw, she asks children to find the straight sides first. She encourages children to think about how they might overcome challenges. She asks children to look at the picture on the jigsaw box and to identify, from this, whether some pieces are 'under' or 'over' other pieces of the jigsaw. Children begin to learn how to solve problems and how to effectively complete their jigsaw.
- The childminder completes regular training and keeps her knowledge up to date. For example, since her last inspection, she has completed a safeguarding audit and has completed training on handling data. This ensures that her practice and procedures remain effective.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedures she would follow if she had concerns about a child's welfare. She recognises the importance of recording information, for example monitoring children's attendance or documenting if a child attends the setting with a pre-existing injury. She shares her policies and procedures with parents at the time of their child's registration. Therefore, parents are also aware of the safeguarding requirements of the setting and the information they need to share. The childminder's premises are safe and secure. She carries out effective risk assessments for her home, including for any animals on the premises.

What does the setting need to do to improve?

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

- strengthen children's learning further and take even more opportunities to reinforce their understanding, for example when they are learning to take turns.

Setting details

Unique reference number	209090
Local authority	Lincolnshire
Inspection number	10114386
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	6
Number of children on roll	8
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2000 and lives in Ruskington, Sleaford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Extence

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of the adults living on the premises and evidence of the childminder's training and qualifications.
- The inspector viewed the areas used for childminding and observed a variety of activities. She carried out an evaluation of an activity with the childminder.
- 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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