

Childminder report

Inspection date	28 June 2019
Previous inspection date	18 December 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

- Children benefit from free-flow play in the childminder's stimulating and well-planned garden. The childminder provides a wide range of resources, including an enchanting woodland tunnel complete with a miniature fairy house. Children enthusiastically use the sheltered outdoor kitchen to wash and chop fruit and vegetables they grow in the childminder's garden. They relax and look at books in a designated wooden story den.
- The childminder prioritises children's emotional well-being. She values and respects children's views, ideas and opinions. The childminder and her assistants are nurturing in their manner and children form strong and trusting bonds with them.
- All children make good progress in relation to their starting points, including children with special educational needs and/or disabilities (SEND). The childminder ensures that she seeks the help of specialist agencies when required, to help support children to make progress. For example, she works in partnership with Portage and speech and language therapists.
- The childminder does not always gather sufficient information about children's learning and development when they first start attending.
- The childminder involves her assistants and considers parental feedback when making plans for continual improvement. She observes how children use the overall learning environment and has made significant improvements to the outdoor area and available space indoors. However, the childminder does not always reflect on the impact of the improvements to her practice to help identify precise areas for further development.

What the setting needs to do to improve further

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

- provide all parents with opportunities to contribute more specific information about what their children know and can do when they first start at the setting, to help children make even better progress
- enhance the process of self-evaluation to help raise the overall quality and standards of the provision to the highest possible level.

Inspection activities

- The inspector observed the childminder and her assistants interacting with children as they played indoors and outside. She evaluated an adult-led activity and discussed with the childminder the impact of her teaching strategies.
- The inspector sampled documentation including policies, training certificates and children's records. She also held discussions with the childminder and her assistants about their supervision and training.
- The inspector spoke to and interacted with children at appropriate times. She considered written feedback supplied by parents for the purposes of inspection.
- The inspector checked evidence of the suitability of all adults living and working on the premises and the qualifications of the childminder and her assistants.
- The inspector talked to the childminder about how she evaluates the service and her plans for continual improvement.

Inspector

Karen Tyas

Inspection findings

Effectiveness of leadership and management is good

The well-qualified childminder is committed to being the best she can be. She monitors children's progress well overall using a system that helps her identify and address any gaps in their learning. The childminder shares information about children's learning and progress with their parents. Parents comment highly about the childminder and the service she and her assistants provide. They appreciate the information they receive and state that their children are happy and motivated to learn. Assistants work well as a team and benefit from regular supervision meetings and training. They have completed recent training, such as behaviour and signing courses. This has had a positive impact on children with SEND. Safeguarding is effective. The childminder and her assistants understand the procedure they must follow in the event that they have concerns for a child's welfare. Daily risk assessments help the childminder identify and minimise potential risks to children's safety.

Quality of teaching, learning and assessment is good

The childminder and her well-qualified assistants demonstrate effective teaching strategies, overall. They join in with children's imaginary play and use skilful questioning to encourage children to think deeply. The childminder provides opportunities for children to learn about the natural world. For example, children have fun exploring the concept of under sea life. They affectionately recall trips to the local wood and how they searched for tadpoles and conkers. Assistants blow bubbles and children enjoy chasing them as they whoop with excitement. They talk about colours and use mathematical language in everyday conversations. Children's social skills are promoted when they join in with group activities, such as sensory play, and during circle time.

Personal development, behaviour and welfare are good

The childminder understands each child's unique and diverse care needs and quickly responds to the subtle cues they give when they need help and reassurance. The childminder and her assistants praise and encourage children, which helps boost their self-esteem. The childminder teaches children how to manage their emotions and how to be kind to each other and make friends. Children have regular opportunities to enjoy outdoor physical play. They chase each other and skilfully use tricycles and sit-and-ride toys. Children benefit from nutritious home-cooked meals and healthy snacks.

Outcomes for children are good

All children are prepared well for the next stages in their learning. Babies develop their physical skills as they use furniture to pull themselves up. Older children refine skills that they will need for future independence. They put on their own shoes, feed themselves and demonstrate empathy as they help younger children. Pre-school children are confident communicators. They share resources, follow instructions and anticipate daily routines, such as snack time, which they welcome excitedly. Children are settled and motivated learners. They are keen to investigate and explore the stimulating learning environment.

Setting details

Unique reference number	EY227493
Local authority	North Lincolnshire
Inspection number	10065042
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	18
Number of children on roll	31
Date of previous inspection	18 December 2015

The childminder registered in 2002 and lives in South Killingholme. She operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with two assistants. She provides funded early education for two-, three- and four-year-old children.

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