

Childminder report

Inspection date:

17 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder plans visits away from her home with children to broaden their experiences and to help develop their understanding of their local community. For example, she takes children to soft-play centres and wildlife parks. Parents comment that the childminder works hard to find different places and events for children to explore and enjoy together.

The childminder gathers information from parents about children's achievements when they first start. She uses this information, along with her own observations, to assess and plan precisely for what children need to learn next. The childminder plans activities that challenge and extend children's learning. For example, she helps them to develop their understanding of language to describe the position of objects.

Children have a positive attitude and enjoy learning. They show high levels of self-esteem. For example, when younger children go down a slide, they smile and say to the childminder, 'Did it'. They take pride in their achievements and are keen to share their experiences with others. Children confidently move around the childminder's home and make choices in their play. They demonstrate that they are happy, safe and emotionally secure.

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

- The childminder asks children to complete simple tasks. For example, she asks them to set up painting resources on a table and to help her to roll up a rug. This helps to give children a sense of responsibility.
- The childminder actively promotes positive behaviour. She gives children plenty of praise for their achievements. The childminder reminds children to use good manners. Children behave well and are polite.
- The childminder supports children's mathematical skills effectively. She makes the most of daily routines to help children to develop their knowledge of numbers and counting. For example, when younger children stand on a step, she counts, 'One, two, three' before she lifts them down.
- The childminder supports children's speaking skills. For example, when she speaks to younger children, she uses simple words that children copy. This helps them to develop their vocabulary. However, she does not always ask children questions that encourage them to share their thoughts and ideas.
- Overall, the childminder demonstrates good teaching. However, she does not target professional development opportunities precisely enough to help raise the quality of her teaching to an even higher level.
- The childminder talks to parents daily about their children's achievements in her setting. The childminder gives parents ideas and suggestions so they can

continue to support their children's learning at home, such as singing nursery rhymes and looking at books with their children to promote their literacy and speaking skills.

- The childminder shares and gathers information about what children are learning with other early years settings that they also attend. This contributes to consistency in supporting children's development.
- The childminder reflects on her practice. Recent changes to the activities she offers in her garden, encourage children to learn about the world and nature. Children help her to grow and care for plants.
- The childminder provides opportunities for children to learn new skills, such as to manage risks. She closely supervises children as they use knives safely to cut up a banana.
- The childminder helps children to make links and connections in their learning. For example, when children show an interest in toy cars, she suggests they put them in paint and wheel them across paper. Children develop an understanding of the marks that the tyres make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She knows where to report any concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- extend questioning techniques to help encourage children to share their thoughts and ideas
- strengthen the plans for professional development to help raise the quality of teaching and outcomes for children even higher.

Setting details

Unique reference number	EY245867
Local authority	Lincolnshire
Inspection number	10073139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2002 and lives in North Hykeham. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of all areas of the premises children use.
- The inspector observed the quality of teaching during activities indoors and outdoors 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 reviewed 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.

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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