

Childminder report

Inspection date	15 July 2019
Previous inspection date	27 February 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has made good progress since her last inspection. Her assistant recognises when children might be at risk of harm and knows what action she must take if she has concerns about a child's welfare. The childminder has regular meetings with her assistant. This helps to ensure there is a consistent approach to meeting children's individual needs.
- The childminder provides a stimulating environment. There are a good range of toys and equipment that children can access themselves. This helps them to adapt their play, make decisions and direct their own learning.
- The childminder has clear routines and has high expectations for children's good behaviour. She encourages them to be independent and see to their own personal care. Children enjoy having responsibilities, such as tidying up their toys.
- The childminder and her assistant understand how to support children's learning and development. They make accurate observations and assessments of what children know and can do. This contributes to the good progress that children make. The quality of teaching is good.
- The childminder and her assistant provide a calm environment where children feel safe and secure to learn. Children develop strong attachments to them and thrive in their care.
- The childminder prepares children well for their future learning. She helps to ensure they develop important skills, such as listening and following instructions, to build on what they know and can do well. The childminder shares information with schools and attends events to help children integrate into school routines.
- The childminder does not obtain the views of children and parents when evaluating the effectiveness of the provision. This means that they do not have the opportunity to help drive ongoing improvements in the setting.
- Sometimes, during planned activities, the childminder does not follow children's lead. She steps in too quickly and moves them on to different learning experiences.

What the setting needs to do to improve further

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

- obtain and act upon the views of children and parents in order to further improve the quality of care and education provided
- provide more opportunities for children to develop skills that help them to express their own ideas and develop their own learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector reviewed relevant documentation, such as the childminder's self-evaluation information and evidence of the suitability of the adults living and working on the premises.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes daily risk assessments to identify and minimise all hazards to children. This helps to ensure children play in a safe environment. The childminder and her assistant refresh important elements of the wider aspects of safeguarding training. For instance, they fully understand how to identify if children are being exposed to extreme views or behaviours. The childminder deploys her assistant well. She uses her professional development and expertise effectively. For example, using her high levels of professional qualifications to support children with special educational needs and/or disabilities. The childminder involves parents in their child's learning from the start. She shares their child's next steps in learning and guides them on how to support learning at home.

Quality of teaching, learning and assessment is good

The childminder and her assistant are very well qualified and experienced. They plan imaginative activities to build on children's skills and interests. Children use their imaginations well. They pretend to avoid the 'crocodiles in the water' when walking on low-level blocks of wood and extend their arms to keep their balance. Children receive good support to investigate how to solve problems. They build a bridge to help them pass from one level to the next and show pride in their achievements. The childminder provides good opportunities for children to develop their language skills. They sing rhyming songs to music and use percussion instruments to sound out the rhythm of the words. The childminder emphasises the words, then children pause and repeat the words again. This helps them to develop fluency in their language skills. Mathematics is taught well. The childminder and her assistant support children to count and identify numbers, shapes and colours in everyday play and activities.

Personal development, behaviour and welfare are good

The childminder has good settling-in procedures which help children and families to feel confident in her care. The childminder and her assistant are good role models. They offer regular praise and encouragement. This helps to boost children's self-esteem and well-being and makes them feel safe. The environment in the play cabin and outdoors is well resourced. This contributes towards children's high levels of enthusiasm for learning. Children observe nature and how things grow. For example, they follow the life cycle of frogs as they develop from frogspawn in the garden pond, and show delight and amazement as they discover frogs hiding behind the shed. Children have plenty of opportunities to be active in the fresh air. They develop their muscles and coordination skills as they take part in an egg and spoon race. Children giggle and show delight as they persevere to complete the race.

Outcomes for children are good

All children are progressing well from their different starting points. They are at or exceed the levels of learning expected for their ages and stages of development. Children remain engaged in activities for extended periods of time. They develop the skills needed for their eventual move on to school. Children listen well and show that they understand questions and instructions. They concentrate and persevere at tasks.

Setting details

Unique reference number	EY284807
Local authority	Lincolnshire
Inspection number	10100785
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	12
Number of children on roll	15
Date of previous inspection	27 February 2019

The childminder registered in 2004 and lives in Hemswell, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3 and works with an assistant.

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