

Childminder report

Inspection date	2 July 2019
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 childminder works very well in partnership with schools that children will attend. Teachers visit children in her home prior to them starting school. They comment positively about the childminder. Teachers say that they appreciate the information the childminder shares with them about children's learning and development.
- The childminder gathers information from parents when children first start about their capabilities and achievements. This helps her to plan for children's learning from the outset.
- The childminder supports children to develop their mathematical skills. For example, she helps younger children to learn the names of shapes, such as a 'triangle' and a 'circle'. Children are working at typical levels of development for their age.
- The childminder encourages children to develop their communication and language skills. For example, she sings nursery rhymes with them and asks them a good range of questions. Children are confident communicators.
- The childminder is sensitive and responsive to younger children's needs. For example, when they show signs that they are tired, the childminder provides them with cuddles and a safe place to rest. Children's emotional well-being is promoted effectively.
- Children demonstrate good imaginative skills. Older children use toy tools and pretend to mend a ride-on toy. This shows their understanding of how to use equipment.
- The childminder does not always recognise occasions where she can further promote children to manage their own self-care needs independently.
- The childminder does not target professional development opportunities precisely enough to help raise the quality of her teaching to an even higher level.

What the setting needs to do to improve further

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

- strengthen opportunities for children to become independent, particularly to manage their own self-care needs
- strengthen the plans for professional development to help raise the quality of teaching and outcomes for children even higher.

Inspection activities

- 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 about their enjoyment of activities.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is 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. The childminder promotes the safe use of mobile phones and completes safety checks of her home. This helps to provide a safe environment for children to play. The childminder gathers feedback from parents to help reflect on her practice. Recent changes to the toys and resources in her garden offer children further opportunities to develop their learning. This is particularly beneficial for children who prefer to learn outdoors.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children's development and accurately identifies what they need to learn next. She provides opportunities for children to develop their literacy skills. For example, she helps them to recognise sounds that represent letters of the alphabet. The childminder adapts her teaching to the different ages of children in her care. For example, she shows younger children how to use tools, such as a scoop, to pour rice into a bottle. She asks older children what they are doing and encourages them to share their thoughts and ideas. The childminder shares information with parents about children's achievements. She gives them ideas and suggestions about how they can continue to support their children's learning at home, for example to help them to develop their understanding of shapes and speaking skills.

Personal development, behaviour and welfare are good

The childminder offers children healthy snacks. She provides opportunities for children to learn new skills and to manage risks. For example, children use knives safely when they cut up a banana. The childminder encourages positive behaviour. She helps children to learn how to share and take turns. The childminder gently reminds children to use good manners. Children behave well and are polite. The childminder encourages children to take responsibility for small tasks, such as tidying away toys and resources. She promotes children's safety when they play in hot weather. For example, she ensures that children wear hats and sun cream and keep hydrated.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children show good mathematical skills. They use language to describe the size of objects. For example, when younger children try to push a stone into a bottle, they say 'it is too big'. Children demonstrate good physical skills. Younger children confidently climb steps to a slide. Older children throw and catch balls. Children demonstrate good hand-to-eye coordination. They pour rice, stones and sand into bottles to make instruments. Children are creative. They shake their instrument and explore how sounds can change. Children learn skills in preparation for their eventual move on to school.

Setting details

Unique reference number	EY336440
Local authority	Lincolnshire
Inspection number	10073688
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 May 2016

The childminder registered in 2006 and lives in Wragby, Lincolnshire. She operates all year round from 7.15am until 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.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

