

Childminder report

Inspection date: 13 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder spends her time listening to and playing with the children, valuing their opinions and choices. As a result, children are happy and confident. All children engage in stimulating activities that are linked to their individual learning needs and current interests.

The childminder works closely with parents to support children's emotional development. Online tools are used responsively to ensure that all parents can be an active part of their children's learning and development.

The childminder is a good role model. She has high expectations and clearly explains rules to the children. She uses positive approaches such as praising children when they are kind, share or take turns. This strengthens positive behaviours and children behave extremely well.

Children benefit from a secure and nurturing environment. The childminder checks for hazards in her home, garden and when taking children on outings. For example, safety gates restrict access to the kitchen and stairs. Therefore, children play and learn safely in the childminder's care.

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

- The childminder is skilled at identifying any gaps in children's development. She uses her assessments of children's learning effectively and takes prompt action to speak to parents when she has concerns. Children benefit well from the extra support the childminder provides.
- The childminder effectively plans enjoyable and creative activities that further support children's learning and development through play. For example, children practise control and coordination as they scoop and pour different-sized cereals into a range of containers. At times, the childminder does not fully support children to develop their imaginative skills by taking their ideas further. For example, when children pretend a wheel on the doll's pushchair is broken and needs fixing, the childminder does not extend their pretend play further.
- Children enjoy singing and action rhymes. They choose their favourite songs and join in with enthusiasm. Children listen intently for the correct time to jump up and join in with the actions to the songs. They laugh while holding the childminder's hands, bouncing up and down. Children develop their language and vocabulary through singing and their love of books and stories.
- During play, children strengthen their early understanding of mathematics. They use wooden blocks to identify colour, shape and size. They explore the concepts of balance and weight as they build tall towers. Children know that many things in the environment can be counted such as cars, planes and diggers.

- The childminder has excellent relationships with parents, who state that she is 'amazing'. She provides constant and detailed updates about their children's care and learning. The childminder keeps parents well informed by sharing children's progress and achievements. However, her relationships with other settings that the children also attend are not established well enough to support children's learning fully.
- Children are learning how to develop healthy lifestyles. For example, the childminder respectfully encourages and supports children who are potty training to help them become independent in their own care needs. She reminds children to wash their hands after using the toilet and before eating snack.
- Children have many opportunities to be active. They enjoy being outside and can move about quickly on their scooters. They regularly visit local parks, woods and fields with the childminder and can climb, slide and run around, developing their large physical skills well.
- The childminder has completed training, including effective teaching strategies, which has a positive effect on her practice. For example, she now plans activities and uses resources that enable children to better investigate and problem-solve for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise and respond to signs of abuse or extremist behaviour. She keeps her knowledge up to date and has completed a range of safeguarding and child protection training. This has given her an in-depth knowledge of the wider issues relating to safeguarding. She is aware of the correct procedures to follow to refer her concerns to the relevant agencies in her local area. The childminder follows guidance about keeping children safe online and shares this knowledge with parents.

What does the setting need to do to improve?

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

- provide children with more opportunities to extend their imaginative play and build further on their own ideas
- establish a shared approach to children's care and learning with other settings children attend so that they receive consistent support.

Setting details

Unique reference number	EY389317
Local authority	Lincolnshire
Inspection number	10059674
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 May 2015

Information about this early years setting

The childminder registered in 2009 and lives in Coningsby, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Sharon Waterfall

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector viewed policies and procedures, including documents relating to safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections on her practice with her.

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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