

Childminder report

25 Parkdale, Barton-Upon-Humber, North Lincolnshire DN18 5EQ



Inspection date	2 October 2018
Previous inspection date	5 November 2014

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

The provision is good

- Parents comment positively about the childminder and her assistant. The childminder gathers information from parents about their children's daily routine, dietary requirements and prior learning when they first start. This helps her to meet children's needs well from the outset.
- Settling-in sessions for children are adapted to the needs of parents and children. Children are happy and demonstrate that they feel safe and emotionally secure. They have a good relationship with the childminder and go to her for cuddles.
- Through effective observations and assessments, the childminder knows what children need to learn next and how to support them to achieve in their learning. She plans activities and allows children time to explore and investigate on their own.
- Children are well prepared for their move on to school. For example, they make friends with older children who already attend the school. The childminder shares information with teachers regarding children's learning to promote consistency in supporting children's good progress.
- The childminder completes a written summary showing children's progress between the ages of two and three years and shares this with parents and health professionals. This shows a united approach to promoting children's development.

It is not yet outstanding because:

- The childminder does not provide all parents with enough opportunities to help them to continue to support their children's individual learning at home.
- The childminder and her assistants' professional development programme is not targeted sharply enough on raising the standard of teaching to an exceptional 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 all parents to continue to support their children's learning at home
- focus professional development more sharply on raising the quality of teaching to a higher level and to help to provide children with opportunities to make outstanding progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children.
- 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 and her assistant know the signs that could suggest a child is at significant risk of harm. They know where to report any concerns they have regarding children in their care. The childminder uses safety equipment in her home to stop children accessing certain rooms. She ensures that visitors to her home do not use mobile phones and cameras. The childminder talks to children about road safety and uses the 'Green Cross Code' when crossing roads with children. This helps children to learn about how they can keep themselves safe when walking in the street. Self-evaluation is effective. For example, the childminder and her assistant utilise opportunities to extend children's learning. When children watch builders completing work on the childminder's house, she provides resources for children to develop their understanding and imaginary play. Children pretend to be a builder and use toy bricks and wear high-visibility jackets in their play. The childminder discusses children's learning with her assistant, so they provide consistency in supporting children to achieve.

Quality of teaching, learning and assessment is good

Children confidently move around the childminder's home and select toys that promote their interests and independence. The childminder's assistant helps younger children to develop their understanding and vocabulary. When he plays alongside them, he names objects, such as 'giraffe' and 'sheep'. Children show great excitement when they are offered craft activities. Children paint their hands and make prints on paper. The childminder talks to children about how their hand print looks like an autumn leaf. When children paint their hand green, they say that they have, 'Turned into a gecko'. This helps children to make connections in their life experiences. The childminder follows children's lead in play, based on their interests. This helps children to enjoy learning.

Personal development, behaviour and welfare are good

The childminder and her assistant offer children a good range of healthy meals. Children are encouraged to learn about healthy foods. For example, the childminder talks to them about healthy foods and taking part in regular physical exercise. She encourages children to try new foods at mealtimes. The childminder and her assistant help children to learn about their local community. They take them to the local park, shops and library. Children are provided with opportunities to learn about the natural world. They collect leaves and use these in craft activities.

Outcomes for children are good

Children make good progress from their starting points in learning. They develop skills for future learning. Children demonstrate good social skills. They play cooperatively with each other and learn to take turns and share. They demonstrate a good imagination when they talk about the feelings of different small-world people they play with. Children are confident communicators and are keen to express their needs and wishes.

Setting details

Unique reference number	EY394894
Local authority	North Lincolnshire
Inspection number	10069625
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	12
Number of children on roll	14
Date of previous inspection	5 November 2014

The childminder registered in 2009 and lives in Barton-upon-Humber. She operates all year round from 6.30am until 5.30pm, 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 works with an assistant.

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