

Childminder report

Inspection date	1 March 2019
Previous inspection date	18 September 2015

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

This provision is good

- The childminder is reflective about her practice. She acknowledges what she does well and identifies areas that might need improvement.
- The childminder has a level 3 qualification and knows the children well. She has a good understanding of what the children are interested in and what they need to learn next. Children make good progress in their learning and development. They reach the milestones typical for their actual age. This includes those children for whom the childminder receives funding.
- The childminder communicates with dialogue and questions and interacts well with children during their play. This is helping them to develop good language and social skills.
- The childminder builds good systems of communication with parents and keeps them informed about their child's day, their progress and their achievements. This shared approach to meeting children's care and learning needs promotes consistency and continuity.
- Children have formed exceptionally secure emotional bonds with the childminder. She has a very calm and kind nature. The children regularly invite her into their play and enjoy snuggling into her for a story after lunch.
- Children benefit from regular outings to toddler groups and physical play centres. This helps to enhance their learning and contributes to their understanding of the community they live in.
- Children behave well and play harmoniously together. The childminder gives children lots of praise and encouragement. She shows them respect and listens to what they have to say. This contributes to children's self-confidence and self-esteem.
- Children have superb imaginative skills. For instance, they create pretend pizzas, make phone calls to invite the childminder for a doctor's appointment and create a veterinary surgery in the play tent.
- Although the childminder attends mandatory training, her professional development plans are not yet fully focused on helping her to raise the quality of teaching further.

What the setting needs to do to improve further

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

- focus plans for professional development that help raise the quality of teaching practice to an outstanding level.

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 several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a sound knowledge of child protection matters and knows what to do should she have concerns about a child in her care. The childminder is well organised. She maintains her policies and procedures, to ensure she keeps the children safe. She regularly meets with others who have similar roles to share ideas. The childminder understands the importance of working in partnership with other early years settings children attend, to ensure continuity in their care and learning. Parents comment on the 'invaluable support' the childminder has given them with their children's learning and development.

Quality of teaching, learning and assessment is good

Children benefit from well-planned activities that support their creativity. For example, they delight in exploring coloured play dough, laced with lavender. Children use a range of tools that promotes their hand-to-eye coordination. The childminder shows children what to do when they find some activities challenging, such as using a rolling pin. She reassures them that if they keep trying, they will succeed. This contributes to children's perseverance. The childminder promotes children's mathematical expertise when she asks them what shape is made if they cut a circle in half. Children reply, 'it's a semi-circle, it looks like a rainbow'. Children are encouraged to recall from memory and talk about past experiences. For example, they remember a time with mummy when they found a ladybird. They develop a sense of themselves as individuals and of people familiar to them.

Personal development, behaviour and welfare are good

Children develop lovely friendships, they show a genuine empathy towards each other. For example, when a child is wearing a plaster, her peer says, 'oh, you poor thing'. Children enjoy looking at photographic displays of themselves and their friends. They gain a good sense of belonging in the childminder's home. The childminder encourages the children to understand the importance of meeting their own personal hygiene needs, such as washing their hands. She reminds them to be thorough and wash in between their fingers. Children have daily access to fresh air and physical exercise outside in the childminder's garden and when they go out and about in the community. The childminder provides a well-resourced and stimulating environment where children play and learn confidently. Children have access to a large selection of toys and independently choose what they want to play with, to build on their interests.

Outcomes for children are good

Children learn good personal and social skills. They welcome visitors into the setting and confidently include them in their conversations and play. Children's literacy skills are developing well. They use writing for a purpose, such as writing their name on a card for a family member. Children gain good mathematical skills. They begin to use number language and recognise shapes, such as oval and heart as they play. Children show a love of books. They share a story with the childminder. She asks questions about what is going to happen next, and helps children to maintain their interest. Children leave the setting well prepared for the next stage in their learning.

Setting details

Unique reference number	EY402125
Local authority	Lincolnshire
Inspection number	10064677
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 September 2015

The childminder registered in 2009 and lives in Bourne, Lincolnshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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