

Childminder report

Inspection date	31 May 2019
Previous inspection date	2 November 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 provides a stimulating environment for children to play and learn in. Children show they are happy and enjoy being with the childminder and her assistants. They develop good social skills and join in activities with enthusiasm.
- The quality of teaching is good. All children make good progress from their starting points. The childminder plans and provides a broad range of activities and experiences based on children's interests and their next steps in learning.
- The childminder and her assistants are good role models and children behave well. They form close affectionate relationships with the children, which helps to support children's emotional well-being.
- Partnerships with parents are strong. Parents are very complimentary about the provision and the childminder uses a variety of ways to keep them informed about their child's progress.
- The childminder evaluates her provision effectively to identify weaknesses and drive continued improvement. The views of parents, staff and children are considered successfully to ensure that planned developments are appropriate. For example, she has recently developed an area inside for older children to use smaller resources safely away from babies and toddlers.
- The childminder does not obtain enough information from parents about what their child can do when they start at the provision. As a result, she is not able to plan precisely to build on their existing skills when they start with her.
- The childminder carries out supervisions with her assistants. However, these do not yet focus on developing their practice to the highest level.

What the setting needs to do to improve further

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

- gain more information from parents about their children's capabilities when they start attending and use this information to inform planning of activities
- enhance the supervisions of the assistants to offer more targeted professional development opportunities to help raise the quality of teaching to an even higher level.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the childminder and her assistants at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability of the childminder and those living on the premises.
- The inspector discussed children's learning and development and sampled their records. She completed a joint observation of an activity with the childminder and discussed the quality of teaching.
- The inspector took account of the views of parents by reading a number of their comments in letters obtained by the childminder.
- The inspector reviewed a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All persons working in the provision have a clear understanding of the signs that a child may be at risk of harm, and the steps to take if they have concerns. The childminder implements strong systems to monitor and assess children's development. Any gaps in children's learning are quickly identified and addressed. The childminder keeps the premises safe. For example, she carries out thorough risk assessments, including when using the outdoor area, to identify and minimise hazards. The childminder has good links with other providers that children attend and with schools that the children will eventually move to. This helps to maintain continuity in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder and her assistants observe the children carefully and use this information to identify children's next steps in their learning. They closely monitor children's progress so that any gaps in their learning are identified and addressed quickly. Children's communication and language development is well supported. For example, younger children choose which songs they would like to sing using props provided by the childminder. They enthusiastically join in with the words and actions. Older children excitedly make their own play dough and the childminder introduces concepts, such as 'hard', 'soft' and 'liquid'. The childminder actively encourages children to talk about what they are making, engaging them in meaningful conversations. She supports children's mathematical development well. For instance, children grow runner beans in the provision and, with the childminder's help, they are eager to measure how tall they are.

Personal development, behaviour and welfare are good

The childminder and her assistants promote children's independence well through different ways. For example, children move around the playroom with ease, choosing what they want to play with. The childminder and her assistants provide plenty of opportunities for children to play and learn outdoors. For example, older children use climbing apparatus with confidence. The childminder and her assistants observe, enabling children to take managed risks to develop their physical skills. Younger children practise their newly found walking skills on low-level stepping stones. The assistants are close by, providing sensitive support when needed by children.

Outcomes for children are good

Children are at the expected stage of development for their age. They are gaining the skills and knowledge for their next stage of learning and eventual move to school. Children are forming firm friendships and show that they respect each other. For instance, when making play dough, children wait patiently for their turn to stir and then pass on the spoon to their friends to have a go without a prompt. All children are developing good concentration skills. They spend long periods sending items down water chutes. Older children think about what makes the balls go faster or slower. Young children squeal with delight as ducks go down and use watering cans to pour water along the chutes.

Setting details

Unique reference number	EY432690
Local authority	Lincolnshire
Inspection number	10064687
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	18
Number of children on roll	20
Date of previous inspection	2 November 2015

The childminder registered in 2011 and lives in Mareham-Le-Fen, Lincolnshire. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. The childminder and two of her assistants hold relevant childcare qualifications at level 2 or 3. The childminder works with assistants on a full-time basis.

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