

Childminder report

Inspection date: 3 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder helps children to understand their emotions. Children say that they are 'happy' when she asks them how they are feeling. They confidently move around her home and demonstrate that they feel safe and secure. Parents comment positively about the childminder. They say that their children have 'come on in leaps and bounds'.

The childminder offers children unique opportunities to develop their early writing skills. Children explore and investigate different textures. For example, they use their fingers in foam to write letters that are in their name and to draw pictures of familiar people in their lives, such as their 'mummy'. The childminder has high expectations of children's learning. She provides them with opportunities to develop their writing skills further during role play. For example, children hold a notepad and pencil and ask the childminder what she would like to eat. She looks at the menu and places her order. Children pretend to write down her comments. This contributes to their imaginative skills.

Children show positive relationships with the childminder and other children. They learn to share, take turns and use good manners. Children behave well and are polite.

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

- The childminder makes improvements to her setting. For example, she provides children with further opportunities to develop their learning outdoors. Children are creative and use soil in a pretend kitchen.
- The childminder holds conversations with children about their family and home. Children talk about special people in their lives and recall events from memory. This contributes to their communication and language skills. However, occasionally, the childminder does not make the most of opportunities when she plays alongside children to extend their learning.
- The childminder plans visits away from her home to further children's interests and to enhance the experiences they receive at home. She takes children to visit local farms. Children learn how pigs keep themselves clean, which helps to develop their understanding of animals.
- When children first start attending, the childminder finds out information from parents about children's care needs and what they already know and can do. This helps her to plan for what children need to learn next. As a result, children make good progress in their development.
- The childminder talks to parents daily and shares information with them about children's achievements.
- The childminder helps children to be emotionally ready for their move on to

school. For example, she takes them for visits to the school to attend special events. The childminder shares information with teachers about children's development. This contributes to continuity in children's learning.

- The childminder encourages children to be independent. She is very patient and gives children plenty of time to put on their shoes before they go outside. Children wash their hands after they go to the toilet and before they eat. The childminder talks to them about why they must wash their hands. Children say, 'Germs will come off.'
- The childminder helps children to learn about the natural world. Children use magnifying glasses to explore toy insects. The childminder talks to them about how insects eat plants. Children help to plant and grow flowers in the childminder's garden. They learn about how plants grow. Children demonstrate a positive attitude to learning.
- The childminder offers children a nutritious range of snacks that contribute to a healthy diet. Children confidently talk about their favourite fruits. They say, 'My favourite is grapes' and 'Strawberries are the best.'
- The childminder provides opportunities for children to be creative. Children copy her when she shows them how to play instruments. She introduces the names of instruments, such as 'castanets'. This helps children to learn new words to develop their vocabulary. However, the childminder does not consistently support children to develop their understanding of sounds that represent letters of the alphabet, to help extend their literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has written policies and procedures in place to support her practice. She shares these with parents to ensure that they know how she keeps their children safe. The childminder attends child protection training. She knows the signs of abuse and where to report concerns about children's safety. Furthermore, she is aware of the signs that may suggest a child is at risk of extreme views or behaviours. The childminder completes risk assessments in her home. This helps her to provide a safe environment for children to play.

What does the setting need to do to improve?

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

- make the most of all opportunities that arise during interactions with children to extend their learning, to help them make the best possible progress
- help older children to consistently develop their understanding of sounds that represent letters of the alphabet.

Setting details

Unique reference number	EY439928
Local authority	Lincolnshire
Inspection number	10114459
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	6
Date of previous inspection	19 January 2015

Information about this early years setting

The childminder registered in 2011 and lives in Grantham. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of education 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 the childminder.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading their written feedback.

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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