

Childminder report

Inspection date: 14 October 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 has high expectations for children's learning. She plans a curriculum that builds further on what children know and can do. Children experience a wide range of opportunities through play. The childminder challenges children's thinking skills when they play with toys and resources. For example, she shows younger children how to push a ball into a hole and then stands back and allows children to investigate and explore on their own. Very young children show their understanding and copy her. Children demonstrate a positive attitude to learning and show pride in their achievements. For example, when younger children hold onto equipment for support when they walk around the room, they hold out their hand to adults to seek recognition.

The childminder invites parents and children to attend settling-in sessions when they first start. This helps children to become familiar with the childminder and her environment and contributes to children's emotional well-being. Children enjoy the homely environment the childminder creates. They are happy and demonstrate that they feel safe and secure. The childminder is highly sensitive to children's needs. She recognises when younger children are hungry or tired. The childminder invites younger children onto her knee for a snuggle and they consequently fall asleep.

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

- The childminder shares information with parents about their children's achievements in her setting. She gives parents ideas and suggestions so they can continue to support their children's learning at home. For example, she suggests activities for children to develop their early walking. Furthermore, the childminder encourages parents to share books with their children to help promote their literacy skills.
- The childminder uses spontaneous opportunities to introduce mathematical language. When she blows bubble mixture, she counts the number of bubbles that float into the air. This contributes to children's developing understanding of counting and numbers.
- The childminder provides a good range of experiences that enable children to learn and develop. She understands what children need to learn in order to develop to their full potential. Children are excited to learn and are keen to try new experiences. For example, the childminder encourages younger children to explore and investigate. Children put toys to their mouths, bang wooden blocks together and listen to classical music. Children develop knowledge and skills across all aspects of learning that are appropriate for their age.
- The childminder supports children to be ready for future learning and to become well-rounded individuals. Since the last inspection, the childminder places a high

priority on providing opportunities for children to be independent. For example, she arranges her playroom so that children can make choices in their play.

- The childminder helps children to develop their communication and language skills. For example, when younger children make babbling sounds, the childminder responds at appropriate times, showing them how to take turns in conversations.
- The childminder promotes effective care practices. For example, she talks to younger children when she changes them. In return, children demonstrate a positive relationship with the childminder, are patient and visibly enjoy spending one-to-one time with her.
- The childminder actively encourages positive behaviour. She gives children plenty of encouragement. This helps to raise their self-esteem. The childminder uses distraction techniques for younger children. For example, she provides them with alternative toys to play with. Children respond positively and begin to learn what is expected of them.
- Parents comment positively about the childminder. They say that she has a calm and respectful way of interacting with the children.
- Overall, the childminder demonstrates good teaching. However, she has not considered professional development opportunities to help raise the quality of her teaching of literacy.
- The childminder has not explored how she can extend opportunities for children to widen their knowledge of other beliefs and communities that are different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs of abuse, including those that could potentially put children at significant risk of harm. She knows where to refer any such concerns. This promotes children's safety and welfare. The childminder checks for hazards in her home and garden. This helps to provide a safe and secure home for children to play in. The childminder carries out regular fire evacuation drills with children. This helps them to learn how to evacuate her home safely in an emergency.

What does the setting need to do to improve?

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

- strengthen the plans for professional development to help raise the quality of teaching literacy, to help raise outcomes for children even higher
- broaden children's awareness and experience of communities and beliefs that are different to their own.

Setting details

Unique reference number	EY456616
Local authority	Lincolnshire
Inspection number	10075326
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 13
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2013 and lives in Willoughby, Alford. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of areas of the premises that children use.
- 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. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

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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