

Childminder report

Inspection date	10 July 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

- Children form close bonds with the childminder and her assistants. They demonstrate through their actions that they feel safe and secure. The childminder and her assistants are positive role models. Children respond well to the childminder's clear and consistent expectations and boundaries. They are polite and behave well.
- All children make good progress in relation to their starting points, including those in receipt of funded early education. They are motivated learners and enthusiastic to explore and experiment.
- The childminder works closely with other relevant agencies. She maintains strong links with other early years professionals, including the local pre-school teachers. This effective partnership working means that children benefit from consistent and integrated care and learning experiences.
- The childminder consistently demonstrates the characteristics of quality teaching. For example, she skilfully extends children's growing vocabulary through rich discussions that promote children's thinking skills.
- The childminder monitors individual children's progress well. However, she does not yet monitor the progress different groups of children make in order to help her identify any specific gaps in their learning.
- The childminder involves parents, her assistants and the opinions of other relevant professionals in the process of self-evaluation. She has identified ambitious future plans to enhance her overall service, as part of her commitment to continual improvement. However, she has not yet implemented plans to enhance the outdoor area to provide children with even better quality outdoor learning experiences.

What the setting needs to do to improve further

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

- extend the already good monitoring of children's progress to include the progress that different groups of children make, to help identify any specific gaps in their learning
- continue with plans to enhance the outdoor area so that children have opportunities to benefit from even higher quality outdoor play and learning experiences.

Inspection activities

- The inspector observed the childminder and her assistants interacting with children as they played indoors and outside. She evaluated an adult-led activity and discussed with the childminder the impact of her teaching strategies.
- The inspector sampled documentation, including policies, training certificates and children's records.
- The inspector spoke to, and interacted with, children at appropriate times. She took account of the views expressed by parents, both verbally and in written testimonials.
- The inspector checked evidence of the suitability of all adults living and working on the premises and the qualifications of the childminder and her assistants.
- The inspector talked to the childminder about how she evaluates the service and her plans for continual improvement.

Inspector

Karen Tyas

Inspection findings

Effectiveness of leadership and management is good

The childminder supervises her assistants well. She provides regular supervision opportunities for them and provides both in-house and external training opportunities. As a result, children benefit from staff knowledge that is up to date. Safeguarding is effective. The childminder and her assistants have a comprehensive understanding of the process to follow in the event they have concerns for a child's welfare. The childminder uses effective risk assessment procedures to help her identify and minimise any potential hazards to children's safety. She provides parents with regular detailed summaries of their children's progress. The childminder provides educational material and other resources to support parents to extend their children's learning at home. Parents speak highly of the childminder. They comment on the good progress their children make and how quickly they settle when they first attend.

Quality of teaching, learning and assessment is good

The childminder and her well-qualified assistants demonstrate various strategies to support and extend children's learning. They explain new concepts to children and provide opportunities for them to practise what they already know and can do. The childminder plans relevant next steps that motivate and extend children's learning. Children concentrate intensely as they play in the medical role-play area. They carefully unwrap sticking plasters as they talk about being ill. The childminder recognises the potential to incorporate literacy into the role-play activity. She encourages children to make lists of imaginary people that need medical treatment. She provides sensory opportunities for children to develop small-muscle skills. They have great fun as they construct small walls made from miniature wooden blocks, shaving foam and sand.

Personal development, behaviour and welfare are good

The childminder and her assistants promote children's emotional well-being in different ways. They praise and congratulate children and help them feel appreciated and valued during discussions that demonstrate a genuine interest. Children's care needs are sensitively addressed, such as during nappy changing times. Children benefit from nutritious snacks and home-cooked meals. Children enjoy daily opportunities to refine their physical skills. They use tricycles, scooters and throw and catch balls. Older children remind younger children how to keep themselves safe. Toddlers demonstrate empathy towards others as they offer babies a kiss on the cheek.

Outcomes for children are good

Children are prepared well for the next stages in their learning. Babies enjoy learning to stand and walk as they play alongside older children. Toddlers learn to manage their emotions and are industrious explorers. Older children develop social skills and learn to share, help others and concentrate for long periods of time. They learn to fasten buttons, serve their own snacks and confidently voice their opinions and thoughts. Children showcase their endearing personalities and are clearly settled and content in the childminder's care. They demonstrate through their actions that they feel safe and enjoy their time spent at the setting.

Setting details

Unique reference number	EY467167
Local authority	North Lincolnshire
Inspection number	10065052
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 2013 and lives in Crowle, North Lincolnshire. She works Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. She works with two assistants who hold relevant childcare qualifications at level 3 and level 4. She provides funded early education for children aged two, three and four years.

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