

Inspection date	21 January 2015
Previous inspection date	18 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress due to the varied range of interesting and challenging activities provided by the childminder.
- The childminder shows the utmost respect for the children. She listens intently to their opinions and adapts activities and routines to meet their needs. Therefore, children's emotional development is strongly fostered.
- Effective partnerships with parents ensure that they are fully included in their children's learning.
- Children behave well; they are proactive in helping the childminder to keep the environment tidy and safe.
- The childminder demonstrates a strong commitment to providing high quality childcare. She has attended further training to enable her to provide funded education to three- and four-year-olds. This enhances the learning experiences she offers to children.

It is not yet outstanding because:

- The childminder does not always give children the time required to process and answer questions, to enhance their thinking and reasoning skills.

What the setting needs to do to improve further

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

- enhance children's communication skills further, for example, by lengthening the time given to children to respond to questions, to enable them to develop their thinking and reasoning skills to their full potential.

Inspection activities

- The inspector observed activities in the childminder's lounge and kitchen.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector verified the suitability of persons living in the household.

Inspector

Sharon Waterfall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The children make good progress as the childminder effectively uses her assessments to plan an interesting range of activities across the seven areas of learning. She adapts activities to meet children's individual learning needs. For example, scissors are made available during dough activities. This enables the children to practise cutting skills on a much simpler material than paper. The children are confident to ask for activities they would like, which helps to develop their confidence and encourages them to be assertive in their decision-making skills. They are keen to try new activities, such as making patterns and pictures with a range of shapes and colours. Children develop positive attitudes to learning that help them get ready for the move on to nursery or school. The childminder supports their language and asks many open-ended questions. However, she does not always give children time to process the question, and answers for them, hindering their ability to make connections and solve problems. Regular exchanges of information about children's achievements and parents' positive discussions about children's development ensure children's learning is supported at home.

The contribution of the early years provision to the well-being of children is good

The children build positive relationships with the childminder and enjoy having cuddles and sitting on her lap for stories. Her home is safe, warm, and organised to ensure the children can access what they need. Children have opportunities to be active and engage in physical play, both in the garden and while on outings to the park. The childminder provides them with nutritious snacks and meals and talks to them about what foods keep you healthy. Trips out into the local community encourage the children to learn about the world around them. They attend the local library and toddler groups to support their social development. The children behave very well. The childminder is a good role model, showing patience and respect, which positively impacts on children's interactions with one another.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good knowledge of how to safeguard children. She completes thorough risk assessments of the home and ensures children are included in discussions about how to keep themselves safe. The childminder has a good understanding of how young children learn, due to her childcare qualification. Her continued training and personal development ensure she provides good quality educational programmes that meets all of the learning and development requirements. She evaluates her provision and makes constant improvements, such as additional documents and added resources. The childminder keeps a close check on how well the children are doing in their learning and shares this with parents. She maintains effective partnerships with other settings the children attend to maintain continuity of care.

Setting details

Unique reference number	EY377190
Local authority	Lincolnshire
Inspection number	873813
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18 December 2008
Telephone number	

The childminder was first registered in 2008 and lives in Dunholme, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 3 qualification in childcare and is in receipt of funding for the education of three- and four-year-olds.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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