

Inspection date	22 January 2015
Previous inspection date	26 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The childminder uses good teaching methods that sustain children's interest in learning. Consequently, children are motivated, eager to learn and are making good progress in their learning.
- Children are asked questions that require them to think before they answer. This encourages problem solving and connects children's ideas and actions with their thinking.
- The childminder ensures that messages given to children are consistent and clear but also take account of their individual needs. Consequently, behaviour is good and self-confidence is high.
- The childminder demonstrates a good understanding of her responsibilities in meeting the welfare and safeguarding requirements of the Early Years Foundation Stage. As a result, the safety and well-being of the children is actively promoted.

It is not yet outstanding because:

- The childminder does not always maximise her partnerships with parents in order to share information about what children are learning with her. Therefore, opportunities to help parents to guide children's learning at home are occasionally missed.
- The childminder does not always consider how the learning environment is organised for children to be able to select resources to further support their own learning.

What the setting needs to do to improve further

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

- strengthen good communication with parents to ensure that children's learning is consistently supported to encourage even better progress in their learning
- review the organisation of resources so that children have even better opportunities to select resources to extend their own learning.

Inspection activities

- The childminder and inspector looked at the areas used for childminding and documents relating to the safety, well-being and learning and development of the children. This was done prior to the children's arrival.
- The inspector observed play, learning and interaction between the childminder and children.
- The inspector and childminder discussed children's learning, following an activity that had been planned to support children's learning.
- The inspector interacted with children and took account of their views and comments from their parents.

Inspector

Kathy Kilner

Inspection findings

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

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She skilfully plays alongside children, speaking slowly and clearly. This supports children's developing communication and language. Children explore a selection of toys that move in different ways and wonder out loud if, 'there is a button or anything to press'. The childminder gives children time to find answers and gives instruction only when needed to avoid frustration. For example, she points out the winding mechanism and explains how they will have to wind it up to see what happens. Children play a balancing game, matching a numbered disc on one side of the scale to the corresponding number of cookies on the other. The childminder's sensitive and well-timed questioning, such as 'How many more do you think you need?' consolidates their mathematical understanding. She observes and finds out what children need to learn next and plans well for this. The childminder has good working partnerships with parents but does not always make the most of these to help them to guide children's learning at home. Her strong links with other providers, where children also attend, prepares them well for the next stages in their learning.

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

The childminder has developed warm, trusting relationships with children and families. She knows the way each child learns and is able to anticipate where they need support. This prepares children emotionally for successful, life-long learning. The childminder is calm, patient and praises children when they achieve something new. This builds their confidence and self-esteem. Children are supported to build relationships in places outside the home, such as at play groups. All grow accustomed to the school environment as they visit with older children each day and, when the time to move on to school approaches, the childminder shares books about going to nursery school. Healthy meals are provided daily, along with regular physical exercise. The childminder recognises the importance of having resources that stimulate curiosity because they can be used to do many different things. However, she does not always make sure that she arranges these resources so that they are always within children's reach and sometimes children have to interrupt play to ask for them.

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

The childminder demonstrates good knowledge of the learning and development requirements and of how to keep children safe. She monitors children's development, assessing what they know, what they have learned and what they need to know next. The childminder understands and can discuss, health, hygiene and risk assessment processes that she adheres to in practice. She has developed how she reflects on what she provides well and what she needs to improve to promote good outcomes for children. Parents are kept well informed and are an integral part of any discussion about support needed from outside agencies, to make sure all children get the support they require.

Setting details

Unique reference number	505168
Local authority	North East Lincolnshire
Inspection number	877213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	26 February 2010
Telephone number	

The childminder was registered in 1992 and lives in Grimsby. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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