

<b>Inspection date</b>	4 February 2015
Previous inspection date	17 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder promotes children's well-being to an extremely high standard. She has extremely close bonds with the children, which fosters their sense of security. Children are very happy in the childminder's care.
- Children make good progress in their learning and development. The childminder is a good teacher because she takes her lead from the children and adapts activities as she goes. This keeps children interested and motivated to learn.
- The childminder works closely with parents and carers for the benefit of the children she minds. She values parents' input highly and involves them in all aspects of her provision.
- Children are kept safe because the childminder conducts thorough risk assessments of her home to ensure the environment is free from hazards.
- The childminder works efficiently with her co-childminder. They form a strong team and complement each other perfectly.

### It is not yet outstanding because:

- On occasions, the childminder asks too many questions. This does not always allow children the chance to think, formulate a response and use their spoken language to respond to her.
- There is scope to enhance the way that the quality of the childminder's teaching is monitored and developed even further.

## What the setting needs to do to improve further

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

- encourage children to use their communication and language skills by giving them sufficient time to respond to questions and conversation from adults
- strengthen the monitoring of teaching practice further, for example, by using the opportunity that working with a co-childminder provides, to observe each other's practice on a regular basis in order to improve the good quality of teaching further.

### Inspection activities

- The inspector observed activities in the childminder's kitchen/dining room and playroom and viewed the garden.
- The inspector held discussions with the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at a range of records including children's details, learning information, written policies and a selection of other documents.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took into account the views of parents expressed in written documentation.

### Inspector

Clare Johnson

## Inspection findings

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

Children make good progress in their learning and development. The childminder is a confident teacher who constantly adapts activities to meet children's needs. For example, they all sit down together to read a story. One child is not interested so the childminder allows them to continue with their chosen activity. When they change their mind she welcomes them to join in. When another child becomes distracted, the childminder keeps them engaged by giving them their own book to hold. This allows the other children to continue enjoying the story. The childminder supports children's communication and language well for the vast majority of the time. However, she sometimes asks too many questions. This does not always allow children the chance to think, formulate a response and use their spoken language to respond to her. Storytime evolves into completing jigsaw puzzles, and the childminder supports children's mathematical development as they discuss shape and number. The childminder is good at helping children to make links in their learning. For example, they discuss the fire engine puzzle and remember that earlier on they had been dressing up as firefighters.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children's personal, social and emotional development is extremely well fostered by the childminder. Children are highly confident, independent and happy in her care and this prepares them extremely well for when they start pre-school and school. The childminder prioritises children's health and safety and has thoroughly researched recent changes to food safety legislation. She has revised all of the recipes she uses regularly with children to include details of any allergens in the ingredients. This protects children to a high level and provides parents with detailed information. Children's behaviour is excellent because the childminder is such a good role model. She creates a positive atmosphere where children are showered with praise for their achievements. This is highly successful in boosting children's self-esteem and leaves them with a strong sense of pride.

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

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has made good progress since her last inspection, addressing all of the areas for improvement raised. Children are protected because the childminder has improved her record keeping greatly, particularly with regard to the administration of medications. The childminder works closely with her co-childminder. Daily meetings between them ensure she continuously reflects on practice and identifies areas for improvement. However, there is room to extend this further, for example, to observe and critically appraise each other's practice to improve the quality of teaching further. The childminder has established effective partnerships with the local school and nursery and this helps to maintain continuity for children's care and learning. She values the advice and support she receives from her local authority adviser and uses this partnership to enhance her practice.

## Setting details

<b>Unique reference number</b>	EY102992
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	872419
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 March 2009
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Grimoldby, Lincolnshire. She works with a co-childminder. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She has an early years qualification at level 3.

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