

Inspection date	24 February 2015
Previous inspection date	3 February 2011

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 demonstrates good teaching techniques. As a result, children make good progress in their learning and development given their starting points.
- The childminder tracks and monitors individual children's progress. Consequently, she identifies next steps in learning, and plans activities to challenge and interest children that motivate them to play and learn.
- The childminder demonstrates she is genuinely interested in the children. Consequently, they settle quickly in her care and display high levels of self-confidence and motivation.
- The childminder knows how to safeguard children from harm. She can identify the signs and symptoms of abuse, and knows the procedure to follow if she has any concerns about a child in her care.
- The childminder accepts support and advice from other professionals who are involved in the lives of children. Consequently, children with special educational needs and/or disabilities make good progress.

It is not yet outstanding because:

- The childminder does not always give parents and carers examples of how to support children's learning at home, to help children make even better progress in their learning and development.
- Partnerships with the nursery that some children attend do not extend to sharing information about children's progress and learning.

What the setting needs to do to improve further

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

- extend the information provided to parents and carers to support them in guiding their children's learning at home by, for example, always sharing ideas for children's next steps in learning
- enhance partnerships with the local nursery that some minded children attend, in order to support a more shared approach to children's ongoing learning and progress.

Inspection activities

- The inspector viewed all areas used by the children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents from their written comments.
- The inspector looked at children's records and assessments, the childminder's self-evaluation document and a sample of policies and procedures.
- The inspector checked evidence of the suitability of the childminder and her household.

Inspector

Sharon Alleary

Inspection findings

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

The childminder creates an accurate starting point for assessment by observing children as they play in their first sessions. In addition, she talks to the parents to ascertain what children can already do at home. The childminder uses routines to introduce mathematics. For instance, children count their grapes at snack time. She extends their learning by asking, 'and one more makes?' Children build stories around the toys they play with as they use their imagination to 'put out the fire'. Children develop their personal, social and emotional skills when they visit the local community. Children practice their physical skills when using scissors to cut the play dough. This prepares them well for their next stage in learning. The childminder completes summary reports with parents, such as, the progress check for children aged between two- and three-years. This means any gaps in children's learning and development are identified in a timely manner. However, the childminder does not consistently share ideas about how to support children's next steps in learning with parents.

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

The childminder gets to know children well from the beginning of their placement. As a result, strong emotional attachments develop. Children behave generally well. This is because the childminder adopts a firm but fair approach to managing squabbles. The childminder helps children to develop a non-stereotypical approach to life. For instance, when children say, 'it's ok for boys to like pink', she confirms this and adds, 'girls like blue too'. Children enjoy grapes and bananas for snack. Consequently, they adopt a positive approach to healthy eating. Children develop their independence well by putting on their coats before going outside. In addition, they pour their own water at snack time. Children learn about the benefits of fresh air by going outside to play every day. In addition, they recognise their own self-care needs by telling the childminder they are cold and want to go indoors.

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

The childminder has a strict mobile phone policy. She requests visitors do not use their phone in her house while she is caring for children. This helps to protect children from harm. The childminder reflects on her service and identifies areas for development. For instance, she is accessing training in equality and diversity to enhance her knowledge in this area. The childminder has a positive attitude to training and development, and children benefit from her attendance at courses. For instance, following a speech and language training course, the childminder learned valuable strategies she uses daily to support communication. The childminder understands the importance of working in partnerships with other settings to support children's learning and development. However, knowledge and ideas about how to move children forward even further in their learning and development are not consistently shared with other settings children attend.

Setting details

Unique reference number	208559
Local authority	Lincolnshire
Inspection number	876286
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	3 February 2011
Telephone number	

The childminder was registered in 2000 and lives in Boston, Lincolnshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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