

Inspection date	27 February 2015
Previous inspection date	21 March 2012

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

- The childminder uses her very good knowledge of children's learning and development to plan and provide a broad range of activities and resources across all areas of learning. As a result, children are fully supported to develop their emerging interests and make good progress in their learning.
- Children are encouraged to be independent and to keep trying. This ensures that children are very well prepared for the next stage in their learning, such as starting school.
- Leadership and management is good. The childminder knows how to keep children safe by implementing thorough policies and procedures. Risk assessments are in place and this ensures that children are kept safe at all times.
- The childminder demonstrates a strong commitment to maintaining high-quality provision. The childminder attends a local childminding group. She shares and develops her practice, and attends a wide variety of courses. This has a good impact on the learning experiences she offers children.

It is not yet outstanding because:

- On occasion, the childminder does not explain the cause and effect of children's behaviour as well as she could. As a result, opportunities for children to learn to manage their behaviour well are sometimes missed.
- Children's investigation and exploration skills are not always fully promoted in the outdoor environment because the childminder does not always make best use of the space and resources available.

What the setting needs to do to improve further

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

- discuss consistently the cause and effect of children's behaviour so they are well equipped with the skills needed to manage their own behaviour
- develop further children's investigation and exploration skills, particularly when they choose to play outdoors by, for example, providing a wider range of activities and resources in the garden.

Inspection activities

- The inspector observed activities in the childminder's home.
- 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 took account of the written views of parents on the day of inspection.
- The inspector looked at children's records, planning documentation, and a range of other documents, including policies and procedures.
- The inspector checked evidence of suitability and training of the childminder and all household members over the age of 16.

Inspector

Samantha Hoyes

Inspection findings

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

The childminder uses her very good knowledge of the children in her care to plan and provide a range of activities. She uses real-life experiences, such as farm trips, and her knowledge of children's home lives to enhance learning still further. As a result, children make very good progress. Children are fully involved in this process. For example, at lunch time, children excitedly talk about the activities they will be doing after lunch and eagerly return to the table ready to start. As a result, children are well motivated and are ready for the next stage in their learning, such as starting school. The childminder encourages children to develop a wide range of skills through everyday routines. For example, children develop their mathematical skills as they count the cloths out ready for lunch. The childminder uses a variety of questioning techniques to support children's learning. As a result, children are making very good progress in their communication and language skills. Partnerships with parents are good. The childminder regularly shares children's learning files and completes the progress check for children aged between two and three years in conjunction with parents. This ensures that children's learning is built on successfully.

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

Children are extremely settled and confident. This is because the childminder provides safe and secure attachments for all children in a welcoming environment. Children's behaviour on the whole is good, as the childminder provides clear and consistent boundaries. However, at times the childminder does not always take the time to explain the cause and effect of children's behaviour. This means that children do not consistently develop their understanding of their behaviour and how to manage this well. Children are encouraged to be healthy and they learn to understand when and why they feel thirsty. Thorough hygiene practices further promote children's well-being. The indoor environment is well organised, with a variety of resources readily available and clearly labelled. This allows children to develop their independence as they follow their own ideas. Quiet, cosy spaces further support children's emotional well-being as they take themselves to these areas to relax when needed. Outside however, children's investigation and exploration skills are not always fully promoted. This is because the childminder does not always make the best use of the space and resources available.

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

Leadership and management is good. The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. The childminder is committed to maintaining good-quality provision for children and their parents. She regularly attends a local childminding group and uses this to further enhance and develop her knowledge. Self evaluation clearly identifies strengths and areas for development. The childminder uses systems for planning and assessment and this ensures that children are continually supported in their development. Partnerships with others, such as local schools are in place and the childminder uses these to support children as they move to school.

Setting details

Unique reference number	EY292326
Local authority	Lincolnshire
Inspection number	861430
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	21 March 2012
Telephone number	

The childminder was registered in 2004 and lives in Grantham, Lincolnshire. Her provision operates all year round from 8am to 5.30pm, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3 and provides funded early education for three- and four-year-old children.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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