

Inspection date	13 March 2015
Previous inspection date	11 June 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 provides children with a relaxed, homely learning environment, within which they enjoy the freedom to explore and direct their own play. She offers them sensitive support and warm interaction to help them make good progress.
- The childminder gives careful thought to the development of children's communication and language skills. She offers them a variety of activities, such as weekly visits to the library where children join the club and enjoy the story and singing session.
- The childminder is sensitive to children's individual needs and preferences. Her warm, friendly interaction with them makes them feel secure and confident to explore their environment, promoting their learning and development.
- The childminder takes a professional approach to the service she provides, placing a strong emphasis on working with the whole family and on furthering her own knowledge, skills and understanding through ongoing training.
- The childminder plans flexibly to enable her to include spontaneous learning in children's experiences with her. For example, when it snows, they relish the fun they have making snowmen and having snowball fights.

It is not yet outstanding because:

- During focussed adult-led activities, the childminder's assistant does not always pay sufficient attention to what children are doing to extend or develop their learning.
- Although children plant and grow their own fruit and vegetables, they are not offered opportunities to cook and eat them to help them learn more about how to live healthily.

What the setting needs to do to improve further

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

- enhance adult-led activities by placing a consistent emphasis on supporting children's developing knowledge and understanding to the full
- extend children's understanding of how to grow up healthily, for example, by providing opportunities for them to cook, taste and eat produce they have grown.

Inspection activities

- The inspector observed activities as children played in ground floor play areas.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's training certificates and checked evidence of the suitability of all adults in the household.
- The inspector took account of the views of parents.

Inspector

Deborah Hunt

Inspection findings

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

The childminder knows children well and plans a wide range of activities to meet their individual interests. Her relaxed, informal approach to teaching suits these young learners, who make good progress in readiness for school. The childminder and her assistant work well together, offering varied experiences to help children achieve the next steps in their learning. For example, as children play with different trains they learn to count and identify colours. Children begin to think critically, share and take turns as they complete puzzles and play games, such as lotto. However, adult-led activities do not always place sufficient emphasis on helping children develop their learning. The childminder and her assistant read with children daily, supporting their communication and language development. They spontaneously sing traditional nursery rhymes and children learn the actions. Babies show curiosity as they play with interactive toys and press buttons to create sounds. Children enjoy a range of opportunities to explore their senses and extend their creativity. They make Mother's Day cards using tissue paper and glue, and create handprint hearts for Valentine's Day.

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

Children learn in a warm, relaxed environment. A high level of importance is placed on their emotional security. The childminder develops meaningful relationships with children and their parents and meets children's individual needs well. Children with special educational needs and/or disabilities receive particularly sensitive care as the childminder intuitively supports them to make good progress. They learn to develop healthily as they enjoy an active lifestyle with the childminder. However, although children grow their own produce, they do not cook or eat it to complete the cycle. The childminder provides children with a nutritious cooked tea each day and encourages good manners. Children's independence develops as they select their own resources and learn the importance of managing self-care routines. The childminder promotes children's self-esteem by acknowledging their achievements and offers frequent praise and encouragement.

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

The childminder is aware of her responsibilities to supervise children and protect them from harm. She regularly updates her training to ensure that her knowledge is up to date. Successful self-reflection enables the childminder to continually improve. Her current priority is to consult with parents about the use of an online system for assessing children's progress. This will give parents immediate access to their children's day and the activities they are involved in, improving the joint support they offer. The childminder recognises the value of continuous professional development for herself and her assistant. Since her last inspection, she has completed a number of courses, as well as achieving a level 3 qualification. Her assistant is studying for a formal qualification. Parents highly value the childminder's role in their lives. They say children are making 'excellent progress', that they 'absolutely adore' the childminder and that her home 'feels like home'.

Setting details

Unique reference number	EY439283
Local authority	Lincolnshire
Inspection number	853987
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	11 June 2012
Telephone number	

The childminder was registered in 2011 and lives in Crowland, Lincolnshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for family holidays. The childminder has a qualification at level 3 and works with an assistant. She offers funded education places for two-, three- and four-year old children.

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