

# Childminder Report

**Inspection date**

21 April 2015

Previous inspection date

13 January 2012

<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		Good	2
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 is experienced and well qualified, resulting in a secure understanding of how young children learn. This means they make good progress.
- The childminder delivers consistently good teaching to meet the needs of children. She accurately assesses and monitors children's development. She plans activities that are tailored to their interests and the next steps in their learning, such as ensuring they require the skills ready for school.
- Established partnerships with parents are in place. The childminder understands the importance of keeping parents actively involved in their child's learning.
- The childminder builds effective relationships and attachments with children. Children are happy, settled and their behaviour is good.
- The childminder reviews her practice regularly and makes necessary changes in order to improve the learning experiences she provides for children.
- The childminder has a secure knowledge of her responsibilities in keeping children safe. For example, she supervises children very well to ensure they are safe at all times while in her care.

**It is not yet outstanding because:**

- On occasions, the childminder misses further opportunities to help toddlers develop their communication and language skills.
- Children are sometimes not able to direct their creative and imaginative activities during outdoor play.

## What the setting needs to do to improve further

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

- find even more ways to spend purposeful time with toddlers to help further enhance their communication and language development
- help children extend their learning during imaginative and creative play, for example, by reviewing how resources can be made more accessible when they play outdoors.

### Inspection activities

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

### Inspector

Judith Rayner

## 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 asks parents to contribute to initial assessments of their children's learning and development. This enables the childminder to have a fully comprehensive overview from which to plan learning when children first start. However, during some adult-planned activities outside, the childminder does not always make good use of resources. This is because some resources are not easily accessible for children to make their own choices and extend their own learning. The childminder is enthusiastic and motivated, which has a positive impact on children's learning. Children thoroughly enjoy their time inside and especially the role-play area as they create wonderful imaginative play. The childminder expertly supports children's interests and incorporates all seven areas of learning in to the activity. For example, the childminder asks questions to encourage older children to count, name colours and describe what they are doing. However, on occasions, the childminder does not always extend toddlers' language skills during such activities. Toddlers develop their physical skills well. They confidently move around the home and access toys independently.

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

Settling-in arrangements are very much tailored to individual children's and families' requirements. This ensures that the move into her care is a happy experience for all concerned. The childminder offers an inclusive approach and children's individual needs are fully respected. Children are continually supported and their well-being is effectively promoted. Children develop an understanding of healthy lifestyles and how to keep safe. This is because the childminder is a good role model and consistently uses daily tasks and activities to help children consolidate their learning. For example, the childminder talks to the children about why it is important to wash their hands before they eat their food, or after playing outside. Children spend time in the fresh air and undertake regular exercise, which promotes their health. They also enjoy healthy snack and meals, which meet their individual dietary requirements.

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

The childminder clearly understands the requirements of the Early Years Foundation Stage. Records are robust and accurately recorded. Furthermore, she reviews her policies and procedures regularly. She also updates her knowledge of childcare issues by attending training to ensure she consistently maintains all requirements. All previous recommendations have been addressed well. For example, the childminder has established systems for monitoring the quality of her setting and effectively identifies areas for development. She monitors practice, including that of her assistant, to ensure children continue to make good progress. The childminder has a good understanding of the importance of sharing information with other early years settings that children attend.

## Setting details

<b>Unique reference number</b>	EY429483
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	852992
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 January 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Grantham, Lincolnshire. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

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