

Childminder Report

Inspection date

5 May 2015

Previous inspection date

12 January 2010

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

- Children are motivated to learn because the well-qualified childminder provides a broad range of interesting and stimulating resources, and activities. The childminder uses information from observations and assessments to plan suitably challenging next steps for children. As a result, all children make good progress.
- Parents are able to contribute to their children's learning at home because the childminder provides a daily journal to keep them up to date with their child's progress and the next steps in their learning. Parents comment that they value the childminder's service.
- Children are happy and content when they are with the childminder. They trust her and confidently ask for assistance if they feel they need help. The childminder promotes children's self-esteem and confidence. The childminder praises and gently encourages children to try new things.
- The childminder reviews what she does and thinks about the quality of her provision. She is constantly looking for ways to increase her knowledge. This means that children benefit from continuous improvements to their care and learning.
- The childminder monitors children's progress and shares this information with other professionals when she works in partnership with them. This ensures a consistent approach and children make good progress as a result.
- Children learn about keeping themselves and others safe. They care for and support each other. Children's behaviour is good because the childminder is an effective role model. She values each child as an individual.

It is not yet outstanding because:

- On occasions, the childminder interrupts children's play in order to ask them questions or give them information. As a result, the learning potential of some activities is not maximised and children do not make the best possible progress.

What the setting needs to do to improve further

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

- maximise children's learning by giving them more opportunities to think for themselves and talk to each other during play, before asking them questions and providing information.

Inspection activities

- The inspector checked evidence of the suitability of all household members. She checked the qualifications of the childminder and discussed self-evaluation and plans for improvement.
- The inspector conducted a joint observation with the childminder.
- The inspector observed activities in the main play area, kitchen and in the garden.
- The inspector interacted with children at various times throughout the inspection. She took account of parents' views and spoke with the childminder.
- The inspector discussed safeguarding, child protection and risk assessments with the childminder.
- The inspector discussed the childminder's observations, assessments and planning, and looked at a sample of documents.

Inspector

Karen Tyas

Inspection findings

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

All children clearly enjoy their time at the childminder's home. They happily sing, count and take part in craft activities. Children have good understanding and language skills. For example, young children express themselves confidently as they look at pictures together. Children plant seeds, chase bubbles and play with toy cars. They progress well as a result of good-quality teaching. Children develop the skills and attitudes they need in preparation for when they start school. For example, they listen to instructions and can recognise their own name when they see it written down. The childminder is enthusiastic and joins in with children's pretend play. However, she occasionally interrupts children as they play in order to ask them questions or give them information. This means that children do not always benefit from opportunities to use their own imagination and talk among themselves. As a result, the learning potential of some activities is not maximised. For example, children happily colour pictures of sunflowers. They talk to each other about colours and how plants grow bigger. However, they stop what they are doing when the childminder wants to read them a story about sunflowers.

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

The childminder encourages children to be independent. They put on their own coats, cut fruit at snack time and fill plant pots with soil in the garden. Children benefit from close bonds with the childminder. For example, they are comforted when she cuddles and reassures them. Children benefit from daily physical activity. For example, they play with bats and balls, footballs and ride-on toys in the outdoor area. Children explore when they go on outings to the local nature reserve. They develop physical skills as they use the slide. They are offered a choice of healthy snacks, such as grapes and cucumber. The childminder encourages children to form friendships. For example, children hug each other when they greet, and say 'thank you, that's very kind' in response. Children are confident and emotionally prepared for the next steps in their learning. Children are reassured by and learn through regular routines, such as washing their hands before snack time.

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

The childminder ensures that she keeps children safe at all times. She identifies and minimises potential hazards to children. The childminder has a strong knowledge of child protection issues. She understands what to do in the event that she has a concern about a child. Children benefit from up-to-date knowledge and skills because the childminder completes regular training. She has a clear understanding of the learning and development requirements and she completes all mandatory training. The childminder seeks the views of parents and children in order to identify the strengths and weaknesses of her practice. Her plans for improvement are clear and demonstrate an understanding of how to support and promote children's achievements.

Setting details

Unique reference number	EY385713
Local authority	Lincolnshire
Inspection number	878947
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12 January 2010
Telephone number	

The childminder was registered in 2008 and lives in Dunholme, Lincoln. She operates from 7.30am to 5.30pm, Monday to Thursday during term time. The childminder holds a relevant qualification at level 3.

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