

Childminder Report

Inspection date

4 June 2015

Previous inspection date

20 October 2009

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		Outstanding	1
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 good teaching skills to support children's learning. She provides playful, adult-guided experiences, which build on children's interests and what they need to achieve next. Children also have the freedom to make decisions about play and reach their own goals, such as an unplanned trip to the park.
- The childminder provides a range of resources and activities designed to encourage children's early-reading skills. Children show a great interest and love of books, which they share with their friends.
- Children's behaviour is excellent. They show high levels of self-esteem and respond well to the childminder's patient approach and good use of praise. They play happily and sing together as they enjoy the task of washing the plates and cups.
- The childminder has robust procedures in place to help protect children from harm. She is clear of the steps to take if there is a concern about a child's welfare and she has good knowledge of the signs and symptoms of abuse.
- Parents say that their children settle quickly. The childminder works closely with parents through regular discussion to ensure continuity of care and consistent learning experiences between home and her setting. Children also share their feelings and thoughts with her about special events in their life, such as a family holiday.

It is not yet outstanding because:

- The childminder does not always make use of children's spontaneous play to further extend their mathematical development.
- The childminder does not always sufficiently target her programme of professional development, so that children make the very 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:

- implement a more targeted programme of professional development to ensure it is focused on developing teaching to an outstanding level, so that children's learning experiences are enhanced even further
- use spontaneous opportunities during children's play and everyday routines to provide even more opportunities to solve problems and challenge children's thinking about simple mathematical concepts.

Inspection activities

- The inspector had a tour of parts of the premises used for childminding.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed children's activities and evaluated an activity with the childminder.
- The inspector looked at a range of documentation, including children's learning files and daily diaries.
- The inspector checked evidence of suitability and looked at evidence of the childminder's qualifications.
- The inspector spoke to parents and took account of the written views of other parents also provided.

Inspector

Emma Woollard

Inspection findings

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

The childminder gets involved in children's play and has good teaching methods. She uses observations to identify and plan challenging experiences so that children continue to achieve more. Children's speaking and listening skills are developing well. They sit and read aloud to each other and use pictures as cues to retell a story. They practice their early-writing skills with chalk outside and are beginning to write letters familiar to them. The childminder plans structured activities designed to promote mathematical development and children's number skills. However, she occasionally misses the opportunity to encourage thinking about simple mathematics during routines and children's free play. For instance, children are not encouraged to think about numbers or calculate how many hoops they have left during a game in the garden. The childminder uses a robust system for tracking children's progress through accurate assessments. This helps to ensure that any gaps in their development are quickly identified. She works closely with parents to seek support from other services where children need more support.

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

The childminder's garden is an interesting and inviting place for children to play, with shaded areas and ample resources for outdoor learning. The children observe and learn about living creatures, such as the tadpoles they have nurtured from frogspawn. Consequently, children choose to play outside for most of the day and they are developing healthy lifestyles. They remind each other to wear hats and can talk about why they need to keep drinking water on a hot day. The childminder gets down to their level to play as they jump around pretending to be frogs. She offers plenty of cuddles and children form very close bonds with this caring, genuine and attentive childminder. She has attended training in supporting children's good behaviour and their well-being. Through her example, children have learned to show courtesy and kindness. This helps them to form positive relationships with their peers and prepares them very well for when they start school.

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

The childminder makes links with other providers that children attend through a shared communication book about children's daily experiences. Parents are also kept well informed about their child's day and the progress they are making. In turn, parents will share observations of new skills children have learned at home, such as the first time they dress themselves. The childminder effectively evaluates her practice and seeks the views of parents and children. She meets regularly with other childminders, in order to keep her knowledge up to date and reflect on areas for improvement. The childminder has identified further training to support her practice. This is not yet sufficiently targeted to ensure that the good quality care and teaching continues to be enriched further, so that children make excellent progress.

Setting details

Unique reference number	208665
Local authority	Lincolnshire
Inspection number	865562
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	20 October 2009
Telephone number	

The childminder was registered in 1999 and lives in Grantham, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank for holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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