

# Childminder Report

## Inspection date

18 June 2015

## Previous inspection date

29 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and her assistant provide a good range of stimulating activities, which motivate children to learn. Therefore, children of all ages and abilities are eager to explore and develop well in their learning. All children, including children learning English as an additional language, make good progress from their starting points.
- Children behave well as they share and take turns. They develop friendships as they play cooperatively together.
- The childminder provides children with healthy food and snacks. They have plenty of opportunities for fresh air and outdoor play. This helps children to learn about healthy lifestyles.
- Partnerships with parents and other providers are strong. This provides continuity in children's learning and development.
- Children form secure bonds and attachments with the childminder, her assistant and their peers. This is because a warm and welcoming environment is provided where their well-being is promoted. Children feel safe, secure and valued.
- Children are safeguarded effectively because the childminder and her assistant have a good understanding of their role in keeping children safe. They have attended relevant safeguarding training and know the procedures to follow in the event of a concern about a child in their care.

### It is not yet outstanding because:

- The childminder does not yet include the views of parents into the evaluation of her provision, to further enhance the experiences for children.
- Children do not have enough opportunities to see words in print in the learning environment.

## What the setting needs to do to improve further

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

- encourage parents to be more actively involved in the evaluation process of the provision, for example, by developing different ways that they can share their views
- enhance children's literacy skills, for example, by displaying written words in the playroom and outdoor area so they can see more words, in order to develop their understanding that print conveys meaning.

### Inspection activities

- The inspector held discussions with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector observed the childminder and her assistant engage in a range of learning activities, play and daily care routines with the children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, comments from parents and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of the childminder, her assistant and family members, and discussed self-evaluation.

### Inspector

Jane Rushby

## Inspection findings

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

Children have good opportunities to learn and develop. The childminder and her assistant promote their learning through daily activities that are fun and interesting. For example, children explore and experiment with lemon jelly and blue spaghetti. They feel the texture and smell the flavour, which helps to promote their sensory skills. The childminder makes good use of her spacious, well-resourced garden to engage children who prefer to be outdoors. For example, children take skateboards to the part of the garden that has an incline. They enjoy balancing and racing each other down to the bottom. This challenges and extends their physical skills. Children have access to a good range of books. However, they have fewer opportunities to see other words in print around the home and the outdoor area to further enhance their understanding that print conveys meaning. Children enjoy feet-painting activities using different coloured paints. They name the different colours, count how many toes they have and compare different sized feet. Therefore, opportunities throughout routines and activities promote children's mathematical skills. Overall, children gain the necessary skills to support their future learning.

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

Children are happy in the childminder's care because the settling-in processes are based around the needs of the children and their families. Children show an awareness of good hygiene routines, as they wash their hands in preparation for their snack and after messy play. The childminder focuses on developing children's self-esteem and independence. She promotes good communication and language skills as she prompts children to ask for what they want or need. Children use their critical-thinking skills and develop their own ideas as they enjoy playing with natural resources and equipment. The childminder allows children to lead their own learning and adapts activities according to their interests and ideas. Children develop their balance and coordination as they enjoy dancing to music.

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

The childminder has a clear understanding of her role in meeting the requirements of the Early Years Foundation Stage. She completes risk assessments of the environment and has safety measures in place to reduce hazards. She frequently checks children's progress and highlights their development using her tracking systems. This enables her to clearly see where children need additional support or further challenge in their learning. The childminder has completed progress checks for children between the ages of two and three years, which she has shared with parents. Since the last inspection, the childminder has made good progress in addressing the weaknesses raised. For example, she has improved her knowledge of ratios, and recruitment systems are robust to ensure assistants are suitable. The childminder and her assistant evaluate continually, making improvements that benefit the children. However, they do not yet fully encourage parents to contribute to the evaluation process, for example, by having focused discussions or providing questionnaires.

## Setting details

<b>Unique reference number</b>	EY431148
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1005820
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Gainsborough. She operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant. The childminder supports children who speak English as an additional language.

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