

Childminder Report

Inspection date

23 June 2015

Previous inspection date

6 March 2009

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|--|-------------------------|-------------|----------|
| 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 is extremely attentive to the children's requests and needs. They demonstrate superb emotional attachments to the childminder and excellent self-confidence with visitors.
- Children's behaviour is exemplary. Babies, toddlers and pre-school children play harmoniously together. The childminder supports children to work out their minor disagreements in a calm and fair manner.
- The childminder has developed an extremely stimulating and well-resourced environment, both indoors and outdoors. Children can independently help themselves to toys and games, and they become highly engaged in playing and exploring. The childminder supports their play through effective teaching methods. Therefore, children make good progress in their learning and development.
- The childminder supports children to develop their social skills exceptionally well by taking them to venues and groups outside of the home. In addition, these trips help children to acquire an excellent awareness of people and communities.
- The childminder prepares children emotionally for starting school. She ensures they become familiar with the school environment. In addition, the childminder encourages skills to support children when they start school, such as independent self-care.
- The childminder has a good understanding of the Early Years Foundation Stage. As a result, she provides good quality care and learning experiences. All the safeguarding and welfare requirements are precisely met to promote children's well-being.

It is not yet outstanding because:

- The childminder does not always share children's next steps for learning with their parents.

What the setting needs to do to improve further

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

- develop partnerships with parents further so they are better supported to guide their children's learning at home, for example, by sharing their child's next steps for learning more often.

Inspection activities

- The inspector viewed all areas used by children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector looked at children's records and assessments, the childminder's self-evaluation document, and a sample of policies and procedures.
- The inspector checked evidence of the suitability of the childminder and adult members of her household.

Inspector

Sharon Alleary

Inspection findings

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

The childminder demonstrates a very sound understanding of how young children develop and as a result, teaching is good. Children have free access to a wide range of toys and resources that help them develop independence. Children are excited to explore a selection of craft resources to create a butterfly. The childminder uses a running commentary and introduces new words, such as cocoon. As a result, children make good progress in their communication and language skills. The childminder introduces mathematical concepts within children's play. For example, when children line up cars she asks, 'How many red ones have you got?' Consequently, children good progress in their development, in readiness for their next stage of learning and their move on to school. The childminder makes ongoing observations to inform her planning and identify further learning opportunities for children. She track's children's progress and records show they are making very good progress in all areas, given their starting points. The childminder makes use of informal discussions to keep parents informed of their children's learning. However, she does not regularly share her assessments or next steps for children's learning. This means that parents do not always know where their children are doing well and what they need to do next, in order to support their learning at home.

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

The childminder encourages a flexible settling-in process to meet the needs of the child. She is just as happy for parents to stay with their child as she is for them to leave them, as long as the child is happy and settled. The childminder supports the children to have an excellent understanding of how to keep themselves safe. For example, when out walking the children are encouraged to hold the pushchair and not to run ahead of the childminder. Children follow superb hygiene routines. They wash their hands after using the bathroom and after stroking the dogs. Children have opportunities to be active and engage in physical play in both the garden and while on outings to the park. Children choose from a large assortment of fruit at snack time. This supports them to develop an excellent understanding of what contributes to a healthy diet.

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

The childminder has a secure knowledge and understanding of the learning and development requirements, and how to keep children safe. She has attended safeguarding training and is aware of signs and symptoms of abuse. The childminder is aware of the procedure to follow if she has any concerns about children in her care. She is committed to providing good quality provision for children and their parents. She recognises her strengths and sets priorities for improvement. For example, the childminder is currently working towards improving her information and communication technology resources. Parents complete feedback forms and they speak very highly of the care and education that their children receive. The childminder monitors her own training needs and undertakes mandatory and additional training to keep her knowledge updated.

Setting details

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| Unique reference number | 257467 |
| Local authority | Lincolnshire |
| Inspection number | 867083 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 6 March 2009 |
| Telephone number | |

The childminder was registered in 2000 and lives in Nettleham, Lincoln. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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