

Childminder Report

Inspection date

30 June 2015

Previous inspection date

27 April 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		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

- The well-qualified childminder provides a stimulating and interesting environment. As a result, children are motivated to learn, enthusiastic and happy during their time with her.
- The childminder ensures that the premises are secure. She identifies and minimises any potential hazards. This ensures that children are kept safe at all times and their well-being is promoted.
- Children benefit from forming secure and trusting relationships with the childminder. They enjoy being in her company and talk to her with confidence. The childminder promotes children's self-esteem and confidence when she praises and gently encourages them to try new things.
- The childminder encourages children to be independent. She supports children to make decisions, and provides opportunities for children to practise the skills they need when they start school.
- The childminder thinks about the service she provides. She values parents' views and opinions. She gathers information from parents and children to plan changes, in order to maximise children's learning and care experiences. Parents comment that they value the childminder's service.
- The childminder regularly observes and assesses children's progress. She shares this information with parents during daily discussions, and uses it to plan suitably challenging next steps for children. As a result, all children make good progress.

It is not yet outstanding because:

- The childminder occasionally misses opportunities to teach children how to negotiate in order to play cooperatively. Consequently, children's understanding of sharing and turn taking are not maximised.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn how to negotiate, for example, by encouraging games with sharing and taking turns.

Inspection activities

- The inspector observed activities in the garden, main play area and kitchen.
- The inspector conducted a joint observation with the childminder.
- The inspector discussed safeguarding, child protection and risk assessments with the childminder.
- The inspector checked the evidence of the suitability of all household members. She checked the qualifications of the childminder, and discussed the self-evaluation and plans for improvement.
- The inspector interacted with children at various times throughout the inspection. She took account of the parents' views and spoke 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 are clearly content and enjoy their time at the childminder's home. They laugh and giggle as they squirt water at the childminder. Children generally play well alongside each other. They are interested in the broad range of resources and are enthusiastic to learn. However, the childminder occasionally misses opportunities to teach children how to negotiate, in order to play cooperatively. As a result, children sometimes struggle to manage their own expectations and their social skills are not maximised. For example, the childminder does not always teach children how to share and take turns during play activities, which means that they occasionally become frustrated. The childminder encourages children to become involved in unexpected daily events, such as when children discover a bee in the garden. Children inspect the bee from a safe distance using magnifying glasses and talk about pollen and honey. This demonstrates the childminder's understanding of how children learn, and her enthusiasm and commitment to give them rich learning experiences. Children are being prepared for when they start school. They confidently express themselves and use their existing knowledge to predict what could happen next. For example, when asked what might happen when a toy egg falls to the floor, children reply, 'it breaks'. They also learn how to listen and follow instructions. For example, they respond to questions and experiment with measuring and pouring water during play activities in the mud kitchen.

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

The childminder allows children to make choices, as she gives them opportunities to prepare healthy food. They choose what vegetables they would like to eat and what colour plates they would like. These opportunities ensure children's self-confidence is promoted, and that they are emotionally prepared for their next steps in learning. Children benefit from daily opportunities to develop physical skills. They climb up the small climbing wall, use the slide and run around during their time in the garden. They are reassured by the nurturing manner of the childminder, as she encourages them to join in and have a go. This supports children to develop a love of learning. Regular routines are in place to promote good hygiene. For example, children know to wash their hands in preparation for eating.

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

The childminder has a strong knowledge of child protection issues. She understands what to do if she has a concern about a child. The childminder has a clear understanding of the learning and development requirements and she completes all mandatory training. As a result, children benefit from the childminder's up-to-date knowledge and skills that support them to make good progress. The childminder monitors all children's progress, in order to identify any gaps in learning. She shares this information, along with details of children's care routines, with parents during daily discussions. The childminder also understands the importance of working in partnership with other professionals, when required.

Setting details

Unique reference number	EY299736
Local authority	Lincolnshire
Inspection number	954000
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	27 April 2009
Telephone number	

The childminder was registered in 2004 and lives in Lincoln. She operates from 8am to 6pm, Monday to Wednesday, during term time. The childminder holds a relevant qualification at level 3.

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