

Childminder Report

Inspection date

16 July 2015

Previous inspection date

9 July 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

- Children are prepared for the next stage in their learning. The childminder helps children to develop a range of skills and encourages them to persevere and keep trying.
- The childminder encourages children to develop their communication skills. She uses a variety of questioning techniques to expand children's language and thinking. As a result, children are confident communicators.
- Children behave well. The childminder explains to them how to behave positively and offers praise and encouragement.
- The childminder closely monitors children's learning and development to ensure they continually make good progress in their learning.
- Partnerships with parents are good. The childminder gathers information about children's starting points from parents and regularly shares assessments of their child's learning with them. This ensures they are well informed.

It is not yet outstanding because:

- The childminder does not provide opportunities for children to fully develop their imagination and creativity in their play.
- The childminder does not yet have robust relationships with all other settings that children attend.

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 develop their imagination and creativity in their play
- strengthen links with the other settings that children attend.

Inspection activities

- The inspector had a tour of the house and garden.
- The inspector observed interactions with the childminder and children, and spoke with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, assessment records, and a range of other documentation, including policies and procedures and evidence of suitability checks.
- The written views of parents were taken into account.

Inspector

Samantha Hoyes

Inspection findings

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

The childminder plans and provides a range of activities for the children in her care. She completes regular assessments of their progress and uses this to tailor children's learning to their individual needs. Consequently, all children make good progress in their learning. The childminder takes children on regular outings to local parks and museums, where they learn about nature and the world around them. For example, children learn about the life cycle of a caterpillar and plant their own vegetables. Subsequently, children have a very good understanding of the world around them. The childminder plans and provides activities that take into account the interests and needs of children. This ensures children are engaged and motivated in their learning. However, the childminder occasionally does not provide children with opportunities to use their imagination and creativity within their play.

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

The childminder meets children's emotional and physical needs well. The childminder provides robust settling-in procedures. She gathers relevant information about children's routines and provides warm and caring relationships. This helps children to settle quickly. Daily diaries ensure parents are well informed of their children's care throughout the day. This makes sure children's care needs are well met. The childminder provides healthy snacks and encourages children to follow healthy routines. The childminder talks about the importance of sun cream and hats and actively encourages children to drink plenty of water in the warm weather. Outside, children develop their physical skills as they move around freely and clamber in and out of toy cars.

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

The childminder understands the learning and development requirements. She knows how to safeguard children and what to do in the event of a concern about a child in her care. This helps to ensure children are kept safe from actual and potential harm. The childminder completes mandatory training to ensure she keeps her knowledge up to date, in relation to safeguarding and first aid. Previous recommendations for improvement have been addressed and built on. The childminder completes a regular evaluation of her practice. Links with other childminders are used to help her to identify areas for improvement. This ensures that the childminder continues to develop her practice. Parents are actively encouraged to contribute to their children's learning and comment positively about the care and activities their child receives. However, the childminder does not yet regularly share information with other settings that children attend to further strengthen the good learning that takes place.

Setting details

Unique reference number	EY216511
Local authority	Lincolnshire
Inspection number	869724
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	9 July 2009
Telephone number	

The childminder registered in 2002 and lives in Market Rasen. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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