

# Childminder Report

**Inspection date**

20 July 2015

Previous inspection date

15 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder provides a bright, welcoming and stimulating environment. Toys and resources are arranged at low level and children, therefore, explore their environment confidently.
- Children's behaviour is good because the childminder is an effective role model. She encourages children to share and take turns. The childminder values each child's unique contribution and they feel nurtured as a result.
- Children are happy and content when they are with the childminder. They trust her and ask for assistance if they feel they need help. The childminder promotes children's self-esteem and confidence when she praises and gently encourages them to try new things.
- The childminder monitors children's progress and shares this information with parents and other professionals when she works with them. This ensures a consistent approach, and children make good progress as a result.
- The childminder thinks about the quality of her service. She looks for ways to increase her knowledge and improve the learning environment that she provides. This means children benefit from continuous improvements to their care and learning.
- The childminder uses information from observations and assessments to plan suitably challenging next steps for children. Consequently, children are supported to make good progress.

### It is not yet outstanding because:

- The childminder does not always give children enough time to think about what she has asked before she poses more questions. As a result, children's learning is not always maximised.

## What the setting needs to do to improve further

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

- sharpen the focus on using skilful questioning, giving children more time to answer, so that children understand more clearly what is asked of them.

## Inspection activities

- The inspector observed activities in the garden and the main play area.
- The inspector interacted with children at various times throughout the inspection.
- The inspector checked evidence of the suitability of all adult household members. She checked the qualifications of the childminder and discussed self-evaluation and plans for improvement.
- The inspector discussed safeguarding, child protection and risk assessments with the childminder.
- The inspector conducted a joint observation 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 make good progress because the well-qualified childminder understands how they learn. She provides a broad range of good quality toys and resources that motivate and inspire children. Children are encouraged to practise skills that they will need when the time comes to start school. For example, they follow instructions, learn to put on their coats and shoes and identify their own names. The childminder asks questions that encourage children to think about what they are doing. However, on occasions she asks children questions in quick succession and does not wait for them to answer. As a result, children sometimes become unresponsive to questions and their learning is not always maximised. Children clearly enjoy their time with the childminder. They sing songs, laugh and talk about what they are doing. Parents have opportunities to contribute to their child's learning at home. The childminder provides a daily journal to keep parents informed of their child's progress, care practices and next steps in their learning.

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

The childminder encourages children to do things for themselves. For example, young children know to wash their hands and help to set the table before eating. These opportunities ensure that children's self-esteem is promoted. Children become familiar with daily routines and the childminder's expectations. For example, children are reminded to keep themselves safe by sitting down carefully on their chairs. They develop a close bond with the childminder. They hug her and proudly show her the pictures that they make. Children are encouraged to eat healthily when they grow vegetables and talk about healthy food choices. Children develop physical skills as they use the trampoline and ride-on toys. They look at sand through magnifying glasses, play with the mud kitchen and pour water through funnels in the sensory area. The varied resources and experiences provided by the childminder encourage children to develop a love of learning. As a result, they enjoy their time with the childminder and are motivated to experiment and explore.

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

The childminder has a clear understanding of the learning and development requirements. Children benefit from the childminder's commitment to enhancing her knowledge. She completes all mandatory training and engages in further training courses that update her skills. The childminder works in partnership with other childminders, in order to exchange ideas that help enhance her service. She ensures that she keeps children safe at all times. She identifies and minimises potential hazards to children. The childminder has a good knowledge of child protection issues. She understands what to do should she have concerns about a child. The childminder seeks the views of parents and children in order to identify the strengths and weaknesses of her practice. Improvement plans are clear and demonstrate a comprehensive understanding of how best to support and promote children's achievements. Parents comment that they appreciate the childminder's service.

## Setting details

<b>Unique reference number</b>	EY269039
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	856083
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 December 2009
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Nettleham, Lincoln. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 5.

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