

# Childminder Report

**Inspection date**

4 August 2015

Previous inspection date

4 May 2011

<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 quality of teaching is good. The childminder plans a good range of learning experiences based on children's age, ability and emerging interests. She supports children's learning effectively by giving them choices in their play that enable them to lead their own learning.
- Children are very happy and settled in the welcoming, family environment. Their individual needs are well met. Children's health is well protected. They learn good hygiene practices and the importance of healthy food choices.
- The childminder manages children's behaviour in a positive and age-appropriate manner. As a result, children have good manners, are polite and behave exceptionally well.
- Children have a warm rapport with the childminder, who is responsive to their needs. She joins in enthusiastically with their play and learning. As a result, children feel comfortable and secure with the childminder.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning. A diary is shared, which ensures parents are aware of how younger children's care needs are being met.
- The childminder has a good understanding of her responsibilities to ensure that she meets the safeguarding and welfare requirements. She carries out risk assessments to minimise any hazards around the home. The childminder and her assistant keep their first-aid training up to date so they are able to meet children's medical needs.

### It is not yet outstanding because:

- Children do not have enough opportunities to develop their understanding of similarities and differences, particularly with regard to other cultures.
- The childminder's partnerships with other settings children attend do not extend to consistently share information about children's learning and development.

## What the setting needs to do to improve further

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

- support more effectively children's growing understanding of the similarities and differences that connect them and distinguish them from others
- share more information about children's learning and development with other settings they attend.

## Inspection activities

- The inspector observed activities in the kitchen, playroom and garden.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and adult members of the household, and evidence of the childminder's training.

## Inspector

Hayley Ruane

## Inspection findings

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

The childminder supports children effectively so that they make good progress. She keeps a close check on how well children are progressing in their learning and shares this with parents. The childminder has high expectations of children, who are challenged effectively and motivated to learn. The childminder takes children to places of interest, such as stately homes, in order to learn about how people lived in the past. However, children do not have enough opportunities to learn about what makes them unique, or to develop their understanding of similarities and differences in the culture and backgrounds of others. The childminder helps older children to be prepared for school. She encourages them to be independent and supports them to gain skills, such as writing their name. Children play games together to promote their social skills and good behaviour when playing in a group. They develop good listening and mathematical skills as they listen to instructions and stand on the shaped floor mats. Children play enthusiastically and thoroughly enjoy the game. The childminder takes younger children to toddler groups. This allows them to develop their social skills when playing alongside other children of a similar age. She offers support for less confident children to ensure she meets their emotional well-being in new situations.

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

Children are happy and comfortable with the childminder. This is because she has developed strong relationships with them. The garden is used effectively for play activities and the childminder encourages children to be physically active on a daily basis. Children use challenging climbing equipment or run to catch bubbles. Outings to the park and soft-play centres help children to develop their independence and confidence in exploring new environments. Older children show care and concern for younger children. For example, they play together and organise games for younger children to take part in. Children learn to manage risks, for example, by using a knife to spread the butter on toast. They learn how to keep themselves safe when walking in the street. The childminder talks to children about road safety and has t-shirts for children to wear, showing the childminder's name and telephone number. This promotes children's safety well.

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

The childminder has a good awareness of the requirements of the Early Years Foundation Stage. She meets children's welfare needs successfully. She identifies aspects of the provision that would benefit from improvement and addresses these well. She works with other childminders to keep up to date with changes in legislation and to gain new ideas of how to develop children's play. The childminder attends ongoing training and monitors the work of her assistant. This helps her to improve opportunities for children to learn. The childminder is aware of the need to share information about children's progress with other early years settings children attend. However, this is not embedded in practice to fully support children's next steps in learning or to provide continuity.

## Setting details

<b>Unique reference number</b>	EY346937
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	863144
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 May 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Grantham. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She works occasionally with her husband who is her assistant. The childminder provides overnight care.

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