

Childminder Report

Inspection date

5 August 2015

Previous inspection date

2 March 2011

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

- Teaching is good. The childminder and her assistants plan a wide variety of activities and play experiences that take account of children's interests and individual learning needs. This helps children make good progress in all areas of their learning.
- Children settle very well and enjoy their time at the childminder's home. They form good relationships with the childminder and play confidently with her. She gets to know their individual interests and personalities well.
- Good relationships have developed between parents, the childminder and her assistants, which enables important information to be shared about children's individual needs.
- The childminder has a good understanding of her responsibilities to protect children from harm. She follows rigorous safeguarding procedures and effectively manages risks in her home to promote children's safety and well-being.
- The childminder establishes effective links and communication with other settings children attend to support continuity in children's care and learning.
- The childminder interacts well with children to effectively promote their speech and language development. She encourages children to join in with conversations. She asks questions, repeats language back to young children and extends their vocabulary.

It is not yet outstanding because:

- The childminder does not effectively involve parents when evaluating what she does well and what can be improved.
- The childminder has not focused her professional development on acquiring new, precise skills and teaching knowledge that will further improve learning outcomes for children.

What the setting needs to do to improve further

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

- regularly consult with parents to gain their opinions of the care and learning provided to help set targets for future improvements
- focus professional development on increasing the potential to deliver the very highest quality of teaching.

Inspection activities

- The inspector observed activities in the lounge.
- The inspector spoke to the childminder and her assistant 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, the assistants and adult members of the household, and evidence of the training attended by the childminder and her assistants.

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 provides plenty of opportunities for children to learn about the world around them. They play matching games and talk about different countries around the world. She builds on their growing mathematical understanding. For instance, children explore the number of segments in a round puzzle and learn about quarters and halves. This helps children to gain the skills needed for their future learning at school. The childminder provides younger children with appropriate resources and adult interaction to support their developing social skills. The childminder makes good use of her observations and assessments to track children's progress and identify their next steps in learning. She works closely with parents to involve them in this process and provides advice to help them support their children at home.

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

The childminder promotes children's personal, social and emotional development well. She is a good role model. She gives clear guidance about acceptable behaviour. Children learn to share, take turns, play together and behave well. Their independence and self-care skills are promoted well, relative to their ages and capabilities. Children have regular opportunities to mix with other children and adults. They attend the homes of other childminders to socialise with children and make friends. This effectively supports them to develop social skills and confidence in different situations. Children benefit from plenty of opportunities to be active. They play in the garden and visit local parks. The childminder teaches children how to keep themselves safe. For example, they learn about road safety while on walks. Children and their families spend time gradually familiarising themselves with the childminder's routine and getting to know each other. This supports children's emotional well-being and gives them a feeling of belonging when moving from home into the childminder's care.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She successfully checks children's development so that she has a good overview of their progress. The childminder has completed a formal childcare qualification. She shares good practice with other childminders and updates her assistants' and her own knowledge and skills through attending training, such as safeguarding and first aid. However, the childminder does not focus her professional development precisely enough on raising the quality of teaching to the highest levels and achieving the best possible outcomes for children. The childminder monitors her assistants' interactions with children by working alongside her. They meet regularly to discuss changes to policies and practice. The childminder reviews her practice and sets herself targets for continuous improvement. However, she does not routinely involve parents in this process to ensure that their views are taken into account.

Setting details

Unique reference number	208734
Local authority	Lincolnshire
Inspection number	865566
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	2 March 2011
Telephone number	

The childminder was registered in 1993 and lives in Lincoln. She operates all year round from 6am to 10pm, Monday to Friday and occasional weekends, except for bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder works with two assistants. She provides overnight care.

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