

Childminder Report

Inspection date

27 August 2015

Previous inspection date

8 February 2012

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|--|-------------------------|-------------|----------|
| 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 childminder plans a good range of learning experiences based on the 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.
- Children attend various groups where they socialise with others of their own age. These experiences help to prepare young children for the move to nursery and school.
- The premises are safe and secure. Any risks in the environment are identified and minimised or eliminated. The childminder carries out regular fire drills that help children to learn about keeping safe.
- The childminder has a secure understanding of her role and responsibilities of how to safeguard children. She has a good knowledge of the signs of abuse and what to do if she has any concerns. This effectively promotes children's well-being.

It is not yet outstanding because:

- The childminder does not find out as much as possible from all parents about what their child knows and can do when they first start.
- The childminder does not make good use of all opportunities to build on children's understanding of the natural world.

What the setting needs to do to improve further

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

- find out more from parents about what older children already know and can do when they first start, in order to take this into account when planning initial activities
- enhance children's understanding about growth, decay and changes over time.

Inspection activities

- The inspector observed activities in the kitchen 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

All children are making good progress towards the next stage of their learning. The childminder assesses children's abilities and checks their progress through regular observations. She uses this information to plan for individual children's needs and to reflect their interests. Children develop good listening skills as they listen to the childminder's instructions when making dough. Children enthusiastically measure flour and salt and stir the ingredients together. This effectively helps to develop children's mathematical and physical skills. The childminder gives children choices during play. For example, she asks if they would like the red or blue colouring adding to the dough. This allows children to lead their own play and become fully involved in their learning. Children do not have enough opportunities to find out about nature and the natural world. The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning. Overall, children gain the necessary skills to support their future learning.

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

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. Children are respected and encouraged to be independent, make choices and are keen to try activities for themselves. They practise their physical skills as they play at local parks and with ride-on toys in the garden. The childminder provides healthy and nutritious snacks and is aware of children's dietary needs. Children attend settling-in sessions where the childminder collects information about younger children's care and learning needs. However, she does not gather enough information about older children's prior learning to enable her to plan right from the start of their placement. The childminder is a good role model. She is calm and praises children for their achievements. Younger children move around the home confidently. Older children share toys and learn to look after their environment. For example, they wipe tables after messy play activities and put lids on pens. This helps children to have a strong sense of belonging in the childminder's home.

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

The childminder has a good understanding of the Early Years Foundation Stage. She works effectively in partnership with other settings. Information is shared about children's development. This provides a consistent approach to moving children forward in their learning. The childminder 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 well-qualified childminder fully understands how children learn and develop. She updates her knowledge by attending regular training and plans to continue to attend more training to improve the experiences children receive.

Setting details

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|------------------------------------|--------------------|
| Unique reference number | 405082 |
| Local authority | North Lincolnshire |
| Inspection number | 869038 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 8 February 2012 |
| Telephone number | |

The childminder was registered in 1997 and lives in Broughton. She operates all year round from 7am to 5pm, 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 holds a childcare qualification at level 3.

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