

# Childminder Report

**Inspection date**

12 October 2015

Previous inspection date

14 May 2012

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides a warm and welcoming environment for children, which supports their play and learning well. They explore freely and have access to a wide range of good quality toys and resources.
- The childminder forms close relationships with children. They have a strong sense of belonging and security. She promotes their confidence and emotional well-being, and knows and attends to their care needs very well.
- The childminder regularly takes children to community groups outside of the home. This contributes to their social skills as they meet other adults and play with larger groups of children.
- The childminder effectively promotes children's safety. She thoroughly assesses the environment to minimise risks and hazards. Children learn to keep themselves safe. They take part in regular fire drills and learn about road safety when taking walks in the environment.
- Effective practices encourage parents to become fully involved in their children's learning. The childminder offers parents resources with ideas and suggestions of how they can support their children at home. She regularly shares all documentation with parents, informing them of the progress their children make.

### It is not yet outstanding because:

- The childminder can occasionally be over enthusiastic with her questioning during activities. Consequently, children whose language is not fully developed are not always given the time they need to process what is being asked and think about how to respond.
- The childminder has not focused her own professional development sufficiently on improving her teaching skills so that children make the best possible progress.

## What the setting needs to do to improve further

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

- provide children with enough time to connect ideas and think about how they will respond to a question
- target the programme of professional development even more effectively on developing first-rate teaching practice that increases the potential for children to make the best possible progress in their learning.

### Inspection activities

- The inspector viewed all areas used by the children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and members of her household.
- The inspector took account of the views of parents expressed in written testimonials.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the statutory requirements. The arrangements for safeguarding are effective. The childminder has a good understanding of the signs of abuse and neglect. She knows the procedures to follow should she have a concern about a child in her care. The childminder maintains a detailed range of policies, procedures and risk assessments. She reviews her paperwork regularly to underpin her continuing good practice. The childminder reflects on her practice and makes positive improvements to benefit the children. She involves parents and children in this process. Since her last inspection, the childminder has addressed previous recommendations for improvement, and now provides children with an array of toys and games that reflect and value cultural diversity.

### Quality of teaching, learning and assessment is good

The childminder has an effective understanding of how to promote children's development. She is good at promoting the skills that children need, in order to become effective learners. Babies thoroughly enjoy using their senses to explore. They enthusiastically scrunch the foil and stroke the silky scarf found in the treasure basket. The childminder plays alongside children, talking to them about what they are doing to help develop their curiosity and language skills. Younger children are inquisitive. They eagerly investigate the puppets in a story sack, naming the animals they find and replicating the noises they make. The childminder promotes mathematics well. She makes good use of play-based opportunities to extend children's understanding of numbers, sizes, shapes and colours. For example, children make different sized cakes with play dough and count the candles they put on these. Written statements from parents show how much they recognise and appreciate the contribution the childminder makes to their child's happiness and learning.

### Personal development, behaviour and welfare are good

The childminder offers flexible settling-in sessions to meet children's individual needs. This enables her to quickly develop relationships with the children and their parents. The childminder is a good role model and ensures children are developing an awareness of good manners and respect for others. Toddlers respond positively to her gentle reminder to share and take turns with toys. The childminder effectively promotes children's good health. They have opportunities to be physically active and access fresh air daily on the school run and when visiting the park. Children learn to be independent by helping to prepare their banana for snack time.

### Outcomes for children are good

Overall, teaching is good. Children are eager to participate in activities and they make good progress in their learning. The childminder effectively observes and assesses children's progress and uses this information to plan the next stage in their learning and development. All children, including those who receive funded education, are progressing well and are acquiring the key skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY438202
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	853903
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 May 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Cherry Willingham, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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