

Childminder Report

Inspection date	15 October 2015
Previous inspection date	7 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children enjoy a varied range of experiences which support their individual interests and stage of development. They are curious and eager to learn more as they investigate the environment.
- The well-qualified childminder is professional and deeply committed to providing children with positive experiences to support their learning and development. She regularly reflects on the effectiveness of her practice and seeks parents' views to identify areas to improve.
- The childminder establishes effective partnerships with parents and other professionals to ensure children benefit from continuity and consistency in their care and learning.
- The childminder establishes strong bonds with the children who demonstrate they feel safe and secure. They seek reassurance from the childminder when they feel upset. They are confident to explore the stimulating environment and freely choose from a wide range of activities.
- The childminder is a good role model. Children behave well and learn to treat each other and the environment respectfully.

It is not yet outstanding because:

- The childminder does not always make the best use of everyday opportunities to extend children's mathematical language further.
- The childminder does not yet gain enough information from parents about what their children can do when they start to firmly identify their starting points and plan promptly for their next steps in learning.

What the setting needs to do to improve further

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

- enhance children's understanding and exploration of mathematical language in everyday activities
- gain more information from parents when children first start to precisely identify their starting points and use this to plan meaningful experiences to immediately support their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the children's learning journals, evidence of the suitability of adults living in the childminder's home and a sample of policies and procedures.
- The inspector took account of the written views of parents.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands and implements the requirements of the Early Years Foundation Stage effectively. She is committed to improve her practice. She regularly reviews the progress children make to ensure their individual needs are fully met. She sources training to further improve her practice and keep up to date with developments in practice. She has addressed the previous recommendations well and made positive changes since the last inspection. She has developed resources and her teaching strategies to support children's home language where English is not their first language. The arrangements for safeguarding children are effective. She understands her role to protect children from harm and knows the procedures to follow should she have any concerns. Parents are very positive about the childminder's practice. They typically comment that their children are happy and make good progress. They appreciate the flexibility the childminder offers in meeting their individual needs.

Quality of teaching, learning and assessment is good

The childminder is well qualified and uses her professional knowledge of how children learn and develop to stimulate and challenge them. She observes the children as they play and accurately assesses their progress. She completes detailed progress checks for two-year-old children. Information is shared well with parents, including how they may further support their children's continued progress at home. However, the childminder does not gain enough information from parents about what their children can do when they start to attend her setting. The childminder talks to children as they play and plans effectively to enable them to pursue their own interests. Children enjoy sharing books with the childminder. They enjoy mixing cereal in containers and explore the sound it makes as they crunch it under their feet and in their hands. Occasionally, the childminder misses opportunities to introduce mathematical language into children's play and explorations. She encourages children to become independent learners and supports them well for the next stage in their learning.

Personal development, behaviour and welfare are good

The childminder provides a friendly, calm and relaxed environment where children become confident and independent. She ensures settling-in arrangements are flexible to meet children's individual needs. She ensures the environment is safe and teaches children how to keep themselves safe, such as road safety on their regular trips to toddler groups and school. The childminder implements good strategies to ensure high standards in hygiene and personal routines. Children have good opportunities to learn outdoors. They enjoy learning to care for different animals, such as chickens and sheep. Children talk confidently about their families and recent events they have enjoyed together.

Outcomes for children are good

All children make good progress given their starting points and capabilities. The childminder has effective systems in place to ensure support is quickly given to close any gaps in progress for individual children. Children develop good skills and attitudes to support their future education.

Setting details

Unique reference number	155266
Local authority	Lincolnshire
Inspection number	874980
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	7 October 2011
Telephone number	

The childminder was registered in 2001 and lives in Holbeach, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

