

Childminder Report

Inspection date

17 November 2015

Previous inspection date

31 March 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

- Teaching is very good. The experienced childminder and her qualified assistant know what interests the children and the ways in which they like to learn. This helps them to plan activities that stimulate and challenge them. The childminder and her assistant sensitively intervene in play initiated by the children to extend their thinking and further improve their learning experiences.
- The childminder and her assistant help children to form warm and positive attachments to adults and their friends. Children demonstrate they feel safe, have a strong sense of belonging and are confident in their own abilities.
- Agreed strategies to promote children's good behaviour are consistently applied. Children behave very well and are kind and considerate towards others. They show care and concern for living things. For example, they gently stroke the childminder's elderly cats.
- Young children are developing good reading skills. They freely choose to look at books from the wide range available. Enthusiastically they point to objects on the page and keenly share what they have found with adults or their friends.
- Effective relationships with other childcare professionals and settings children attend help the childminder to provide consistency in the children's care and learning.

It is not yet outstanding because:

- The childminder does not make best use of information gained from parents about what children already know and can do when they first join the setting.
- The childminder does not involve parents and children sufficiently in helping to identify where improvements can be made to the provision.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute more information about what children do at home and use this information to plan even more precisely for children's next steps in learning
- involve parents and children more fully in identifying where aspects of the provision can be improved.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed all areas of the childminder's home used by the children.
- The inspector spoke with the childminder and her assistant and interacted with the children at appropriate times throughout the inspection.
- The inspector looked at assessments of children's progress.
- The inspector checked evidence of the suitability of all household members and the assistant's qualifications. She also sampled a range of policies and procedures, and discussed the childminder's improvement plans.
- The inspector took account of the views of parents spoken to on the day of the inspection and read several parents' written testimonials.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has made certain her assistant fully understands her roles and responsibilities. She supervises her well to ensure the quality of her teaching remains consistently high. Both have recently refreshed their safeguarding training. They fully understand the procedures to follow should they have any concerns about a child's welfare. A range of well-implemented policies and procedures help the childminder to keep children safe and healthy. The childminder reflects well on her practice. She has plans to boost children's understanding of growth and decay by incorporating a planting area in her garden. However, she does not provide enough opportunities for children and parents to help her identify the strengths and weaknesses of her service. Nonetheless, parents are highly complimentary about all aspects of their children's care and development.

Quality of teaching, learning and assessment is good

The childminder and her assistant regularly discuss with parents the progress their children make. Precise assessments of children's learning are further shared with parents in daily dairies and learning journals. The childminder offers parents ideas of how they can support their child's learning at home. However, information gained about the children's level of development when they start in her care is not always used to full effect. Children communicate well and ask for help when they need it. For example, they confidently ask the childminder to write the word, mummy on the picture they are drawing. As she writes, the childminder says aloud the sounds the letters make, which the children eagerly copy. The childminder effectively promotes children's early reading and writing skills. Children accurately count objects, such as wooden blocks and assertively announce that their friend is hiding the block in their left hand. The assistant supports children's active imaginations exceptionally well. For example, an activity exploring food items in a bag turns into a wonderful trip to the zoo where children feed a daddy lion and a large giraffe.

Personal development, behaviour and welfare are good

Children play in a welcoming environment full of toys and resources, which they eagerly explore. Independence is encouraged throughout the daily routines. For example, children confidently wash their own hands and persist when trying new tasks, such as putting on their coat. The childminder and her assistant help children understand the importance of how to keep themselves safe. Gentle reminders help them to sit still on adult-sized chairs and not to run indoors. The childminder gives children many opportunities to socialise in larger groups and gain a greater understanding of people and communities beyond their own. Regular trips to the park are used effectively to promote the children's understanding of the importance of keeping fit and healthy.

Outcomes for children are good

All children make very good progress. They are energetic learners who are obtaining the skills needed for their next stages in learning and their eventual move to school. Children whose starting points are below their typical range of development receive the additional support they require.

Setting details

Unique reference number	257472
Local authority	Lincolnshire
Inspection number	864609
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 12
Total number of places	12
Number of children on roll	19
Name of provider	
Date of previous inspection	31 March 2011
Telephone number	

The childminder was registered in 2001 and lives in Lincoln. She operates all year round from 7.45am to 6pm, Monday to Friday, except on bank holidays and family holidays. The childminder works with one assistant who holds a recognised childcare qualification at level 3.

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