

Childminder Report

Inspection date

12 January 2016

Previous inspection date

17 November 2010

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

- The quality of teaching is good and some is outstanding. The childminder has a very good knowledge of the abilities and needs of children in her care. Children are keen, motivated and energetic learners.
- The childminder highly values the successful partnerships with parents. All parents are actively involved in their children's learning. Information about children's achievements, at home and at the childminder's house, is exchanged daily. This further contributes to the progress children make.
- The childminder comprehensively observes and monitors the children's development. Her assessments of the progress children make are rigorous. Any gaps in their learning are quickly identified. She uses this information well to plan activities that support, stimulate and challenge children effectively in their learning.
- The well-qualified childminder demonstrates a strong drive to provide a high-quality provision. She is extremely well organised and manages her setting efficiently. All statutory requirements are implemented to a high standard. This helps the childminder to promote the children's health and well-being exceptionally well.
- Relationships with schools that children move on to are well established. This helps the childminder to prepare children developmentally and emotionally for when the time comes for them to move on to the next stages of their learning.

It is not yet outstanding because:

- The childminder does not always use questions as effectively as possible to encourage children to think about and solve problems in their own way.
- The childminder's professional development is not specifically focused on developing her good teaching skills to an even higher level.

What the setting needs to do to improve further

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

- improve questioning skills, in order to build on and extend children's ability to think critically and solve problems
- focus more precisely on a programme of targeted professional development, to help raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector evaluated the children's learning with the childminder.
- The inspector viewed all areas of the childminder's home used by the children.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector looked at assessments of the children's progress.
- The inspector checked evidence of the suitability of all household members. She looked at a sample of the childminder's policies and procedures, and discussed the childminder's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection and read parents' written testimonials.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder places high priority on keeping her child protection knowledge up to date. She fully understands the procedures to follow should she have any concerns about a child's welfare. The use of reflective self-assessment and obtaining the views of parents, help the childminder to identify areas to improve her provision. The childminder jointly runs a parent and toddler group in the local community with another experienced childminder. They also attend other children's activity groups together. These provide children with additional learning experiences, and opportunities to socialise and learn about people and communities beyond their own. Parents hold the childminder in high regard. They comment on how happy their children are in the childminder's care and how well they are progressing.

Quality of teaching, learning and assessment is good

Children take part in yoga sessions delivered by a yoga teacher in the childminder's home. They bend and twist their bodies to create the shapes of letters. This helps to strengthen their core muscles and develop good physical skills of balance and coordination. This fun activity also promotes children's early literacy skills as they hear and say the sounds of each letter of the alphabet. Older children engage in imaginative role play based on first-hand experiences. The childminder provides them with the props and resources so they can pretend to be a vet and give their dog an injection. Children have fun exploring and experimenting with how to use paint frozen into ice cubes, to create their own pictures. They notice how this makes their hands feel cold and wet. The childminder skilfully helps the older children to write the first letter of their name and shows the youngest child how to draw circles. This helps to develop children's mathematical and early writing skills well. Children quickly learn new words, such as ice, melt and frost, and use them as they say, 'Frost is cold like snow'. Children enjoy looking at books independently and snuggling up to the childminder at story time. They join in with the repeated refrains and anticipate what is going to happen next.

Personal development, behaviour and welfare are good

The childminder creates a warm, nurturing and caring environment, where children form warm attachments to her and their friends. Children demonstrate they feel safe and self-assuredly express their wishes and needs. They demonstrate good independence skills for their age. They successfully put on their wellington boots and manage their own personal needs well. Younger children who receive additional funding confidently play with the older children and express their own thoughts and ideas. They enthusiastically copy what the older children do, for example, they correctly count the pieces of fruit on their plate. Children behave very well and respectfully talk to adults. They understand house rules are in place to help keep themselves safe.

Outcomes for children are good

All children make very good progress from their starting points. Children have very good social and communication skills. The childminder prepares them well for their next stages in learning, such as starting school.

Setting details

Unique reference number	EY410995
Local authority	Lincolnshire
Inspection number	851147
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	17 November 2010
Telephone number	

The childminder was registered in 2010 and lives in Skellingthorpe, Lincolnshire. She operates from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3. She provides funded early education for two, three- and four-year-old children.

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Piccadilly Gate
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