

# Childminder Report

<b>Inspection date</b>	19 January 2016
Previous inspection date	28 March 2011

<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 is a good role model. Children learn to share and take turns through play. They receive lots of praise and encouragement, which helps support their developing confidence and self-esteem.
- The well-established, two-way exchange of information between the childminder and parents promotes consistency for children. The childminder gives parents ideas about ways to support their child's learning at home.
- Children regularly meet with others at local groups. They have a good awareness of their local community. They enjoy walking to and from school and visits to the local park.
- Children's personal, social and emotional development is supported well by the childminder. Children are happy, settled and confident in her care.
- The quality of teaching is good. The well-qualified childminder provides a varied range of activities and resources based on children's interests and learning needs. Children enjoy learning through play and are motivated to try out their ideas.
- The childminder takes suitable steps to ensure that children are safe in her house and on outings. She talks to children about safety and promotes positive behaviour.

### It is not yet outstanding because:

- Children's ability to fully develop their creative ideas during craft activities is sometimes restricted.
- Children have few opportunities to learn about people from other cultures and with differing abilities.

## What the setting needs to do to improve further

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

- improve children's access to art and craft resources to encourage new ideas and fully develop their creative skills
- enhance opportunities for children to learn about people with differing abilities and those from other cultures, to fully support their understanding of similarities and differences between themselves and others.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.
- The inspector observed the interaction between the childminder and children during child-led and planned activities.
- The inspector took account of the written views of parents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly attends training which ensures she has current knowledge with regards to safeguarding children. She demonstrates a commitment to improving her practice and reflects on her progress through effective self-evaluation. The childminder works with parents well and seeks their views through questionnaires. She also meets with other childminders at local groups and uses various media to gather ideas and share thoughts on best practice. The childminder monitors children's learning, in order to track their progress and development. Therefore, any gaps in their learning are swiftly identified.

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

Children happily play and learn together. Children use small tools with increasing dexterity and coordination as they flatten, cut and mould dough. They confidently identify the different coloured dough they have chosen and match it to the same coloured tubs when tidying it away. The childminder fosters children's pretend play well. For example, the children make a train with the chairs and go on a journey. As they play, the childminder models good use of mathematical language. She talks with them about how many seats there are on the train and how big the train is. Children's communication skills are well supported by the childminder and children chatter to her and each other. Children are confident within the daily routine and their environment. The childminder gathers information about children's achievements and interests at home, and then uses this to plan how they can learn more. She shares regular information with parents, such as her assessments of their child's progress, to help them support the learning at home.

### Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. They enjoy her cuddles, praise and consistent reassurance. Children treat each other and their surroundings with respect. Children attend local groups and activity events to meet with other childminders and children. These sessions are used by the childminder to help children form good relationships with other children and adults. Children develop good social skills. The childminder works well with the other settings children attend to support children's development and provide continuity in their care. Children have good opportunities to be physically active and learn about managing risks while they play in the childminder's garden and at the local park. They are encouraged to learn about healthy eating and are offered a good range of healthy and varied snacks.

### Outcomes for children are good

Children make good progress from their starting points. They gain many skills needed for the next stage in their learning and are well prepared for the move to school.

## Setting details

<b>Unique reference number</b>	EY103461
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	869628
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 March 2011
<b>Telephone number</b>	

The childminder has been registered since 2001. She provides care Monday to Thursday 7.30am to 5.30pm and Friday 7.30am to 9.15am all year round, except for family holidays and bank holidays. The childminder holds a relevant early years qualification at level 3.

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