

# Childminder Report

<b>Inspection date</b>	11 April 2016
Previous inspection date	4 February 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 helps to develop children's communication and language skills. She gives them time to speak and is a good role model for them to listen to.
- The childminder's assessments of what children know and can do are accurate and completed regularly. She provides further support for children if she identifies any gaps in the children's learning.
- Children form strong, affectionate bonds with the childminder and her assistant.
- Children are motivated to learn and explore through a good balance of planned and child-led activities.
- The childminder forms effective partnerships with parents and carers. She communicates with them on a daily basis and shares information about their child's day. Parents are encouraged to contribute to children's records, enabling them to extend the learning at home.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to encourage children to think about and solve simple problems they come across in their play. She offers her own answers before children have had time to think for themselves.
- Partnerships with some providers that the children also attend are not sufficiently developed to fully promote the exchange of more precise information about children's learning.
- The childminder undertakes self-evaluation to assess the impact of her practice. However, she does not yet use this information effectively to focus continuing professional development to extend her knowledge and further enhance the quality of teaching and learning.

## What the setting needs to do to improve further

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

- give children more opportunities to think about what they are doing and to share their ideas about how they can solve problems for themselves
- build on the partnerships with other providers where children attend, so that more precise information can be shared about their learning and development
- use self-evaluation more effectively to identify specific areas of practice for improvement and inform sharply focused professional development.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on the children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector had discussions with the childminder and her assistant at convenient times during the inspection.
- The inspector took account of the views of parents expressed in recent letters.

### Inspector

Lorna Blackie

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing good quality care for children and their families. She is passionate and dedicated in her role. The arrangements for safeguarding are effective. Children are kept safe and their welfare is protected. The childminder and her assistant have a good understanding of safeguarding procedures. The practice is underpinned with comprehensive safeguarding policies and procedures. The childminder supports the work of her assistants through good supervision procedures. This ensures the quality of teaching is of a good standard. The childminder has made sure that both she and her assistant have completed essential training in good time. Parents are happy with the service they receive. They comment on how supportive the childminder is.

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

The childminder has a good understanding of how children learn. She knows the children well and regularly observes and assesses their development. The childminder encourages children to take the lead in their play and helps them to develop their independence skills. The childminder uses effective systems to gather information from parents about what their child can do on entry. This is used to assess the children's capabilities and plan exciting and challenging ways to encourage further progress in their development. The childminder effectively tracks children's progress and identifies any gaps in their development. She plans suitable activities to help children achieve their next steps in learning. The childminder promotes children's mathematical development well. She talks about numbers and counts with children as they play. Children are suitably supported in their communication and language. They develop their early literacy skills well. For example, they share books, link letters and sounds and learn new words.

### Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming environment. Her dedicated playroom is set up with an array of stimulating resources that interests and challenges the children effectively. The childminder and her assistant have a good knowledge of individual children. The role of the key person is highly effective and children settle very quickly. Children clearly enjoy spending time with the childminder and are confident and relaxed in her care. The childminder and her assistant work well together and act as excellent role models for children. Children are encouraged to meet their own care needs and to develop their self-help skills. For example, they wash their hands before and after eating lunch.

### Outcomes for children are good

All children make good progress in their learning and development given their starting points and capabilities. Older children demonstrate their growing literacy skills and competently recognise letters in their name. Children learn about the diverse world they live in. They celebrate festivals, such as, Chinese New Year, Easter and Remembrance Day. Children acquire good skills and positive attitudes to support the move to school or the next stage in their education.

## Setting details

<b>Unique reference number</b>	209221
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	865604
<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>	12
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 February 2011
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She works with an assistant.

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