

Childminder Report

Inspection date

26 April 2016

Previous inspection date

9 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Information is shared frequently between the childminder and all other settings where children attend. These partnerships help provide consistency in care and learning for all children who attend more than one setting.
- The quality of the childminder's teaching has a positive impact on children's progress. Children enjoy a wide range of activities based on their interests and next steps in development.
- Children learn to be independent. They thoroughly enjoy exploring the environment around them. They easily help themselves to the wide range of exciting resources available.
- Children behave well, and the childminder is a good role model. She has a calm nature and praises children on their achievements. This builds on their self-esteem and confidence.
- Children help the childminder to plant vegetables in her garden. They learn to take care of plants and eat the produce. This helps children to understand about healthy eating.

It is not yet outstanding because:

- The childminder does not make the best use of self-evaluation, in order to reflect closely on how to raise the standard of practice to outstanding. She does not seek the views of parents or children to help her with this process.
- The childminder does not always obtain detailed information from parents about their children's abilities and achievements when they first start.

What the setting needs to do to improve further

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

- include the views of parents and children when evaluating the setting, and use self-evaluation more effectively to drive continual improvements that benefit the children who attend and that raise the standard of practice to a higher level
- gather more detailed information from parents about their children's capabilities on entry to the setting, in order to help plan more precisely for children's learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's training certificates.
- The inspector checked evidence of the suitability of the childminder and adult members of the household.
- The inspector took account of views and comments left by parents.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps up to date with current government requirements. She discusses early years issues with other childminders. Together, they organise activity days for children and share good practice. This helps the childminder to promote good outcomes for children. The childminder takes photographs of children playing to complement her observations. She monitors children's progress and provides parents with a daily diary, explaining children's care and learning each day. Parents are very happy with the service the childminder provides. Arrangements for safeguarding are effective. The childminder is aware of the procedures to follow if she has concerns about a child's well-being. Necessary suitability checks for all adults living on the premises have been completed. This further promotes children's safety.

Quality of teaching, learning and assessment is good

The qualified childminder has a good knowledge of how children learn and develop. Children enjoy her company and engage well when she plays with them. Children enjoy listening to stories read by the childminder. They look at the pictures with excitement and are keen to listen to the story again. This helps children to understand that print carries meaning. Children learn about mathematical concepts. They play with different coloured bears, count to four and use tweezers to sort the bears into the same coloured bowls. The childminder provides younger children with calm and reassuring interactions when they wake from sleeping. She allows them to wake slowly, gradually developing their confidence. The childminder provides children with a wide range of age-appropriate toys to develop their senses.

Personal development, behaviour and welfare are good

The childminder offers new parents and children a number of settling-in sessions prior to starting. This helps parents to feel confident in leaving their children. Children settle very quickly and form close emotional attachments with the childminder. She encourages parents to provide healthy meals and snacks. Children have daily opportunities for fresh air and exercise. They develop their physical skills as they play on ride-on toys in the childminder's garden. Children play on larger apparatus when the childminder takes them to the local park. The childminder visits local groups where children socialise with their peers. This helps them learn some of the skills needed in preparation for their move to nursery or school.

Outcomes for children are good

Children make good progress from their starting points. They are safe, secure and happy. Children confidently make decisions about their play, choosing and selecting toys and activities for themselves. Children learn about people that help them in the community. They play with toy fire engines and use their physical skills to reel in the hose. Children learn about growth and decay over time. They use their creative skills to decorate plant pots for sunflower seeds. They look at comparisons as they compare the size of the sunflower to themselves. Children show an interest in technology. They press buttons and use simple mechanisms to make a toy work.

Setting details

Unique reference number	257423
Local authority	Lincolnshire
Inspection number	1043260
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	9 July 2013
Telephone number	

The childminder was registered in 2000 and lives in Sleaford. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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