

Childminder Report

Inspection date

3 May 2016

Previous inspection date

9 January 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

- The quality of teaching is consistently good. The childminder demonstrates a very good understanding of how children learn and develop. She accurately assesses and monitors children's achievements. This helps her to quickly identify any gaps in their learning and plan activities that support their individual progress.
- Children are happy and content and enjoy their time in the childminder's care. They have many opportunities to be independent. They put on their coats, wash their hands and manage their personal needs well. They make their own choices from the wide range of accessible toys and games.
- The childminder supports young children's speaking and social skills extremely well. She encourages them, and gives them the confidence, to initiate conversations with their friends. She effectively helps children recognise and respond to their friends' feelings and wishes.
- Children are very sociable. They form secure attachments to the childminder and develop special friendships with the other children. They behave exceptionally well, are very polite and have very good manners.

It is not yet outstanding because:

- The childminder has not fully considered ways in which to help children learn about the similarities and differences of people and communities beyond their own experiences.
- The childminder does not provide enough opportunities for children to explore, investigate and solve problems in their own way.
- 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:

- build on the experiences that children receive to strengthen their understanding about the similarities and differences of people and communities beyond their immediate experience
- provide even more opportunities for children to explore and investigate, in order to help them build on and extend their ability to solve problems in their own way
- involve parents and children more fully in identifying where aspects of the provision can be improved.

Inspection activities

- The inspector viewed all areas of the childminder's home used by the children and observed activities they took part in.
- The inspector observed the quality of teaching and assessed the impact this has on the children's learning.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at a sample of the childminder's policies and procedures and discussed the childminder's plans for improvement.
- The inspector read testimonials from parents who have previously used the childminder's service.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is knowledgeable about the different forms of abuse. She knows the correct procedures to follow should she have concerns about a child's welfare. The childminder successfully implements a range of policies and procedures. This, as well as thorough risk assessments, helps to promote children's well-being and keeps them safe. The childminder has effectively addressed the actions and recommendations raised at her last inspection. She demonstrates high expectations of what children can achieve based on accurate assessments of their skills and knowledge when they join her setting. She works closely with parents and shares information with them about their children's development at home and in her care. This improves the progress children make and helps to maintain continuity in their care and learning. The childminder continues to improve her childcare knowledge and teaching skills through completing online training courses.

Quality of teaching, learning and assessment is good

The childminder is an effective role model and interacts with children in a calm and polite manner. She talks to them about the activities they enjoy doing with their older siblings, such as digging for worms. The childminder uses this information well to plan activities that meet children's current interests, stimulate them and promote their individual next steps in learning. For example, she plans to make a wormery with the children to extend their understanding of the natural world. Children enjoy playing a sound game. They demonstrate very good listening skills as they correctly find the matching picture to the sound they hear. When they hear a bouncy-ball noise, they bounce up and down rhythmically in time to the sound.

Personal development, behaviour and welfare are good

Children's good health is successfully promoted. Children show good coordination skills as they quickly grasp how to throw and catch balls and hoops accurately. Nature walks in nearby parks further promote children's care and concern for living things. The childminder takes photographs of the things they see, such as ducks, squirrels and bluebells. She makes these into a small book and labels the photographs. Children enthusiastically show their parents these books and excitedly tell them about what they have seen. This further promotes children's speaking and reading skills extremely well.

Outcomes for children are good

Children are working comfortably within the age range of development typical for their age. Young children confidently count to five and can recognise groups containing two and three objects. They correctly use mathematical terms, such as big and small, as they describe the objects they play with. Young children learn new words rapidly and follow instructions well. Older children recognise their own name in print and can link the initial sounds in words to the letter with which their name begins. These skills prepare children well for their next stages in their learning, such as the move on to school.

Setting details

Unique reference number	EY235471
Local authority	Lincolnshire
Inspection number	1042600
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	9 January 2013
Telephone number	

The childminder was registered in 2002 and lives in Bracebridge Heath, Lincolnshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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