

# Childminder Report

**Inspection date**

18 May 2016

Previous inspection date

1 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's knowledge of the children in her care is strong. She is aware of any areas where they may be at risk of falling behind their expected stage of development and is proactive at putting in place appropriate support. Children enjoy their time in an interesting and well-resourced learning environment.
- Children are developing good levels of independence. They confidently make choices about what they want to play with. The childminder gives them time and space as they begin to attend to their own self-care needs.
- The childminder effectively supports children to develop their language and communication skills. She naturally joins in with children's play, improving their pronunciation and adding new words to their vocabulary.
- The childminder has age-appropriate expectations of the children. She manages behaviour effectively and helps children develop an understanding of sharing. They are kind and friendly, and are learning to take turns and consider the needs of others.
- Good partnerships with parents help to ensure they are well informed about, and supported with, their children's ongoing learning and well-being.
- The childminder demonstrates a drive to ensure that she provides the best for children in her care. She evaluates her provision, identifying areas to develop and improve. She reads professional publications to build on her knowledge and skills.

### It is not yet outstanding because:

- The childminder does always not vary her teaching techniques to ensure that children are constantly able to learn as much as possible from activities.
- Precise details of children's learning are not always shared consistently between the childminder and other settings that children attend.

## What the setting needs to do to improve further

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

- employ a broader range of teaching methods to give children greater opportunities to gain as much as possible from activities
- enhance the partnership working with other early years settings so that all children benefit from continuity and a highly collaborative approach to their learning and development.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents as expressed through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about who she should report any concerns to, or what she should do if an allegation were to be made against an adult in her household. She places a high priority on children's safety, both at home and on outings. She attends relevant safeguarding and paediatric first-aid training to update her knowledge. Records, including required policies and procedures, are well organised, maintained and implemented. There are robust systems in place to monitor the progress that children make in their learning. Parental feedback about the service that the childminder provides is very positive. They comment on her passion and knowledge and her ability to make learning fun.

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

Children are cared for in a well-resourced environment and engage in learning across all areas. The childminder supports children's development effectively. A good cycle of observation, assessment and planning is used successfully to enhance learning. Language development is supported well. Babies' babbling is positively responded to and older children are introduced to new words, such as pelvis and tibia, as they talk about the human skeleton. The childminder makes good use of activities away from the home to promote children's understanding of the world. Children's early mathematical skills are developing. The childminder weaves counting into children's play and they talk about size and direction. Matching games and puzzles are used to enhance their understanding. Parents are actively involved in their children's learning, supported by the sharing of learning records and daily feedback from the childminder. Parents regularly provide detailed information about what children enjoy doing at home or with other providers.

### Personal development, behaviour and welfare are good

Children enjoy caring and respectful relationships with the childminder. The development of children's social skills and self-confidence is fostered. Ongoing information from parents is gathered, enabling children's emotional needs to be well met. Children's age-appropriate independence is developing well. Younger children are encouraged to feed themselves. Older children confidently take themselves to the toilet and are learning to manage coats and shoes on their own. The childminder teaches children about the benefits of eating healthily and supports them to make healthy food choices. Children have plentiful opportunities to be physically active, visiting local parks and spending time in the childminder's garden. The childminder helps children to be emotionally prepared as they make the move on to nursery or school.

### Outcomes for children are good

The experienced childminder has a secure understanding of how to promote children's learning. Children are working comfortably within the typical range of development for their age. They are motivated and spend long periods of time engaged in activities. Children develop good communication and language skills and are learning to express themselves with confidence. All children are making good progress and developing key skills needed for their future learning, including school.

## Setting details

<b>Unique reference number</b>	260519
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	871640
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 February 2011
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Baston, near Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

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