

Childminder Report

Inspection date

1 June 2016

Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 well-qualified childminder helps children to learn good communication, physical and social skills.
- Highly effective relationships with parents significantly enhance the children's learning, both in the childminder's care and at home.
- Children settle quickly into the childminder's care. They develop secure attachments to her and form close friendships with the other children attending.
- Children are very self-assured. They behave exceptionally well and know what is expected of them.
- The childminder has minded many children with a differing range of special educational needs or disability. Over this time, she has established effective relationships with other childcare professionals. She uses this experience and knowledge extremely well to help her meet all children's medical, emotional well-being and development needs.
- The childminder has successfully addressed the actions given at her last inspection. She effectively implements a range of policies and procedures that helps children to feel safe and secure.

It is not yet outstanding because:

- The childminder does not sufficiently gather the views of children to help identify where improvements can be made to the provision.
- The childminder does not consider fully the different ways in which children like to learn.

What the setting needs to do to improve further

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

- provide all children with opportunities to share their views to help identify where aspects of the provision can be further improved
- focus more precisely on the different ways in which children like to learn to increase the potential for children to achieve at their highest level.

Inspection activities

- The inspector viewed all areas of the childminder's home used by the children and observed the activities in which they took part.
- 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 looked at the assessments of the children's progress and the planning documentation.
- 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 took account of the views of children spoken to on the day of inspection. She read the written testimonial of an older child currently in the childminder's care and from parents who have previously used the childminder's service.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a thorough understanding of her role to protect children. She knows the correct procedures to follow should she have any concerns about a child's welfare. The childminder and her co-childminder work exceptionally well together. They both have high expectations for what children can achieve and have a passionate drive to help all children reach their full potential. The childminder actively seeks the views of parents. She values their opinions and makes the relevant changes to her provision to bring about further improvements. Highly effective methods of monitoring the progress children make are in place. This helps the childminder to ensure any gaps in the children's learning are quickly narrowed.

Quality of teaching, learning and assessment is good

The childminder plans a range of activities that challenges and supports children's learning needs and interests well. She adapts activities well providing younger and older children with appropriate explanations to extend their learning. Toddlers are confident to have a go at doing things for themselves. They determinedly tip the toy animals out of a tray so they can sit in it. The childminder works in close partnership with other settings children attend to ensure they receive continuity in their learning. She effectively promotes the older children's understanding of words and letters. Historical activities and events within the city of Lincoln and learning about different countries help children gain a good understanding of people, families, and communities beyond their own. Children eagerly share home-made books about the outings they have especially enjoyed with their parents. This further promotes their speaking and reading skills.

Personal development, behaviour and welfare are good

All children have wonderful social skills. They show a keen interest in others' play and sensitivity towards their friends' needs and feelings. Children play in a homely and well-organised environment. A wealth of toys, games and resources, both indoors and outside, is easily accessible to children. This helps promote their exploration and independence skills. The childminder knows the children and their families exceptionally well. She is warm and caring and supports children, parents, and carers through difficult times. This successful approach to partnership working supports children's emotional well-being exceptionally well, giving them a strong sense of belonging. Children are developing a good understanding about how to keep themselves safe and healthy. They know what to do in the event of a fire and help to tidy toys always to prevent children tripping over them.

Outcomes for children are good

All children, including those with special educational needs or disability, make good progress given their starting points. Older children listen to stories with increasing attention. They describe the main characters, anticipate what will happen next, and join in with repeated refrains. These skills contribute to children being well prepared for the next stages in their learning, such as moving on to school.

Setting details

Unique reference number	208782
Local authority	Lincolnshire
Inspection number	1043865
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	25
Name of registered person	
Date of previous inspection	9 May 2014
Telephone number	

The childminder was registered in 2000 and lives in the centre of Lincoln. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 4. She works jointly with her daughter, who is a registered childminder. The childminder supports children with special educational needs or disability.

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