

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 very good. The qualified childminder understands how children learn and develop. She accurately assesses their achievements and plans activities which effectively promote children's individual next steps in learning.
- Children are confident in their own abilities. They demonstrate very good independence skills for their age and manage their personal needs well.
- Children are clear and confident talkers who listen carefully to the childminder. The childminder extends children's listening and speaking skills well.
- The childminder builds successful relationships with parents. She provides a caring family environment in which children demonstrate they feel safe and secure and have a strong sense of belonging.
- The childminder is a good role model. Children behave exceptionally well. Toddlers seek her out for reassuring cuddles. Older children are kind and considerate towards their friends and work remarkably well as part of a group.
- The childminder has good knowledge of how other professionals and agencies, such as the local children's centre, can provide children and their families with any additional support they require.
- The childminder has successfully addressed the actions raised at the last inspection. This has significantly improved the children's learning experiences.

It is not yet outstanding because:

- The childminder's focus on her professional development is not yet targeted highly enough to raise the standard of teaching to an exceptional level.

What the setting needs to do to improve further

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

- focus professional development on raising the quality of teaching to an even higher level.

Inspection activities

- The inspector viewed all areas of the childminder's setting 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 demonstrates a good understanding of the categories of abuse. 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 demonstrate a passionate drive to help all children reach their full potential. Good links with other settings children attend mean that information about their achievements is shared effectively. The childminder regularly discusses children's progress with parents. She gathers detailed information about their achievements when they first start in her care. This, alongside highly effective methods of monitoring children's progress, ensures any gaps in their learning are quickly identified.

Quality of teaching, learning and assessment is good

The childminder's practice is inclusive and helps children to respect each other's differences and similarities. Younger children keenly involve the older children in their role play and are motivated by their ideas, which extends their play. Toddlers enthusiastically explore a tray of dry pasta shapes and like the sound they make when they drop them from a height onto the metal tray. Older children demonstrate good control and coordination in their large and small movements. They handle equipment and tools effectively. For example, they show deep concentration as they carefully stick milk-bottle tops in an arc shape to form a rainbow picture. They confidently handle small construction blocks with increased control and are proud of the creations they make. The childminder skilfully asks children questions that encourage them to think and solve problems in their own way.

Personal development, behaviour and welfare are good

Children settle quickly in this warm and inviting family environment. The childminder works very closely with parents to ensure children's care and medical needs are consistently met. She anticipates any changes in a child's life that may affect their emotional well-being, such as the birth of a sibling, and plans activities that help them to cope with such changes. Children demonstrate a very positive sense of themselves. Older children understand that good practices with regard to exercise, eating a varied diet and good hygiene routines help to keep them fit and healthy. Nature activities, such as building a bug hotel and learning about animal life cycles, promote children's care and concern for living things. Children have a good understanding of how to keep themselves safe from relevant risk, including when older children use the internet.

Outcomes for children are good

All children, including those with special educational needs or disability, make good progress from their differing starting points. Older children confidently add and subtract two single-digit numbers, demonstrating very good counting skills. A wealth of sensory and physical experiences, such as sand, water, glitter dough, and painting, promotes children's early writing skills well. These skills help to prepare children well for their next stages in learning, such as moving on to school.

Setting details

Unique reference number	EY407428
Local authority	Lincolnshire
Inspection number	1043866
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 2010. 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 3. She works jointly with her mother, who is a registered childminder, at her mother's house in the centre of Lincoln. She supports children with special educational needs or disability.

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