

Childminder Report

Inspection date

13 June 2016

Previous inspection date

14 March 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

- Since her last inspection, the childminder has reviewed her practice and has made positive changes to improve outcomes for children.
- Information gained from observations of children's learning is used effectively by the childminder to inform the assessment of their stage of development. This is shared with parents along with ways in which parents can further support their children's learning at home. This contributes to the good progress children are making.
- Parents comment positively about the service the childminder provides. They comment on how well they are kept updated daily about activities that their children have taken part in. They say that the childminder is very flexible and professional.
- The childminder and her assistants are positive and consistent in their approach to managing children's behaviour. Children are given lots of praise and encouragement, and learn about using manners at mealtimes. They help to care for their environment and work cooperatively together to tidy away resources.
- The childminder and her assistants work well together to support children's care needs. They have clearly established routines to ensure that each child receives the support they need. This helps children to feel emotionally secure.

It is not yet outstanding because:

- The childminder and her assistants do not always vary their teaching techniques to ensure that all children are consistently able to learn as much as possible from activities.
- The childminder and her assistants do not use highly focused professional development, to develop an expert knowledge of how children learn and further improve the quality of teaching.

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 all children greater opportunities to gain as much as possible from activities
- strengthen professional development that focuses more specifically on opportunities to deepen the understanding of how children learn, in order to further improve the quality of teaching.

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 and her assistants at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's and her assistants' training certificates.
- The inspector checked evidence of the suitability of the people working with children 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

Arrangements for safeguarding are effective. The childminder and her assistants have a good knowledge of child protection issues. They are clear about how they would manage any concerns about children's welfare. The childminder ensures the environment is safe by undertaking risk assessments of her home and for outings. She closely supervises the work of her assistants, offering support and coaching. This improves their personal effectiveness and outcomes for children. The childminder regularly reflects on practice and gathers information from parents and her assistants to continually improve the service she provides for families. The childminder has effective partnerships in place with schools and other early years settings that children attend. She regularly discusses children's care, learning and development and their ongoing needs. This supports continuity in care for children.

Quality of teaching, learning and assessment is good

The childminder is qualified and knowledgeable about each child in her care. She gathers a wide range of information from parents about children's care and learning needs when they first start. This helps her to plan next steps for children right from the start of their placement. The childminder's assistants use rhymes to ignite children's interests. Children choose pictures from a bag to decide what nursery rhyme they are going to sing. Older children demonstrate good attention and listening skills, and build a repertoire of songs. Mathematical language is woven into children's play. For example, children are asked to think of a number to count to before starting to sing. Babies are included in all activities. They are provided with different resources suitable to their needs, but which focus on the same learning intention.

Personal development, behaviour and welfare are good

The childminder and her assistants are knowledgeable about children's needs and routines, and are attentive throughout the day. Children arrive happily and quickly settle to play. They are encouraged to choose what they want to do from a good range of activities and resources that is available. Children demonstrate good social skills. They are confident when speaking to the childminder and visitors in her home. Children benefit from regular fresh air and exercise. The childminder ensures that she gives children daily opportunities to go to the park or to play in her garden. Children develop their physical skills as they negotiate obstacle courses. They learn about their community. The childminder takes children on walks along the river bank and children say that they are, 'Looking for crocodiles'.

Outcomes for children are good

Children make good progress in their learning. They are independent, choosing their own resources and activities. Children are learning to put on their shoes, and to manage their own self-care needs. Children develop their literacy skills. Younger children handle books with interest and enjoy looking at the pictures as they turn the pages. All children learn to recognise their name by putting it on a display when they arrive. Children are learning key skills in readiness for their move on to nursery or school.

Setting details

Unique reference number	EY241274
Local authority	Lincolnshire
Inspection number	1043739
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	18
Number of children on roll	17
Name of registered person	
Date of previous inspection	14 March 2014
Telephone number	

The childminder was registered in 2002 and lives in Gainsborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder works with assistants.

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