

# Childminder Report

**Inspection date**

5 July 2016

Previous inspection date

5 March 2012

<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 qualified childminder is committed to providing good quality childcare for the families she works with. She is a positive role model for children and is well organised.
- The childminder has developed positive links with other early years settings that children attend, helping her to provide continuity in their care and learning. This includes sharing the progress check for children between the ages of two and three years.
- Children are confident communicators. The childminder helps children to develop their communication and language skills effectively. She talks to children about their play and repeats words and phrases back to them.
- The childminder has a good understanding of how children learn. She plays alongside children and builds on what they already know and can do. Appropriate questioning supports children's developing understanding and problem-solving skills.
- The childminder provides a very welcoming and friendly environment where children are able to be independent. They help themselves to a wide variety of toys and resources and are able to choose for themselves whether to play indoors or outside.

### It is not yet outstanding because:

- The childminder does not give parents the support they need to guide their children's learning and development at home and to complement the learning taking place in the setting.
- The childminder does not provide a broad enough range of experiences for children to find out about the wider world, including different cultures and customs.

## What the setting needs to do to improve further

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

- strengths ways in which parents are supported to guide their children's learning at home
- provide children with a greater variety of opportunities to learn about different people and communities beyond their everyday experiences in order to raise their understanding of the wider world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the childminder's training certificates.
- The inspector checked evidence of the suitability of the childminder 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

The childminder gathers information from parents to help her to monitor and identify improvements to her provision in order to benefit children in her care. Feedback from parents is very positive. They comment that their children are happy and talk about the childminder often. The childminder attends training to develop her understanding of how to keep children safe. She regularly meets with other childminders and shares good practice and new ideas to support children's learning. This helps to improve outcomes for children. The childminder completes daily checks on her home and removes potential hazards to keep children safe. Arrangements for safeguarding are effective. The childminder has a good awareness of the processes to follow should she have concerns about a child's welfare.

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

The childminder provides a good range of activities that challenges children and helps them to remain enthusiastic about learning. She plans next steps for children and uses observations and assessments to closely monitor the progress they are making. This helps her to identify whether children are reaching the appropriate stage of development for their age. Children enjoy playing outside in the childminder's well-equipped garden. Children add water to sand and watch as the water disappears, developing their understanding of how textures can change. The childminder helps children to make a sand castle and children thoroughly enjoy knocking it over. The childminder introduces mathematical language into children's play. She asks them to count the number of objects they pick up with tweezers, helping to develop their coordination and counting skills.

### Personal development, behaviour and welfare are good

The childminder provides children with opportunities to learn about their immediate community. She takes them on trips to visit toddler groups. She helps children to socialise with others, make friends and behave well. Children form strong relationships with the childminder. This is because the childminder listens to children and caters for their well-being. She has made sure that the items children use as comforters at home are also available in her home. This helps children to feel emotionally secure. Well planned settling-in sessions help to make sure children quickly feel at home in the childminder's care.

### Outcomes for children are good

Children make good progress from their starting points. They are confident and motivated to explore their environment. Children attempt to throw bean bags into a bucket and show great excitement when it goes in. They develop their knowledge of colours by matching fruit to the same coloured bowl. Children learn about healthy foods as they play and talk about different fruits. Children develop their physical skills when they use ride-on toys in the garden and go with the childminder to visit the park. Their literacy skills are developing well. Children understand that print carries meaning. They look at a poster showing a nursery rhyme and correctly guess what the words mean. They are well prepared for starting school when the time comes.

## Setting details

<b>Unique reference number</b>	209122
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	865596
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Sleaford. She operates her provision all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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