

Childminder Report

Inspection date

19 July 2016

Previous inspection date

18 February 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 childminder has addressed all actions and recommendations raised at her last inspection. She continually reflects on her practice, gathering the views and parents and children. This helps her to improve outcomes for children.
- The childminder works extremely well in partnership with schools and other early years settings that children attend. She shares information about children's care and learning needs and compliments their learning in her own setting.
- The childminder has a good cycle of observation, assessment and planning to enhance children's learning. She promotes children's choices by providing a wide variety of toys and resources. These are easily accessible and help to support children's interests, both inside and outside her home.
- Children are emotionally secure. They demonstrate the close relationship they have with the childminder and freely talk about their wants and needs.
- The childminder helps children to understand about a healthy lifestyle. She provides them with a variety of healthy snacks. Children play outside daily and enjoy more strenuous equipment to develop their physical skills in the childminder's garden and when she takes them to the local park.

It is not yet outstanding because:

- The childminder does not always have high enough expectations for children or challenge them sufficiently to help them to make the best possible progress in their learning.
- The childminder does not give all parents the full support they need to guide their children's individual learning at home and to complement the learning taking place in the setting.

What the setting needs to do to improve further

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

- enrich the experiences for children so that they receive even higher levels of challenge during all activities and support them to make better than good progress in their learning
- strengthen existing ways in which parents are supported to guide their children's individual learning at home.

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

Arrangements for safeguarding are effective. The childminder is aware of maintaining a safe environment for children. She attends child protection training and is aware of the procedures to follow to report any concerns she may have about a child's welfare. The childminder is committed to ongoing professional development. She shares good practice with other childminders and attends local network meetings. This helps her to keep up to date with changes in legislation and to provide a wide range of activities and resources to support children's learning. Additional funding for children is used effectively to support their next steps in learning, helping them to make good progress.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and she provide activities to support their learning. Children demonstrate good literacy skills. The childminder helps children to recognise the different sounds of letters in preparation for them starting to read. They extend their knowledge of the wider world. The childminder talks to them about the similarities and differences of other cultures, compared with their own. Children learn about the concept of time. The childminder asks them to remember the time when routines occur throughout the day. They help the childminder to draw a clock using chalk outside on the concrete. This helps them to develop their writing and number recognition skills.

Personal development, behaviour and welfare are good

Children are happy and confident in this welcoming setting. They have access to a wide variety of resources to support their interests and learning. The childminder takes children to toddler groups and stick and splodge sessions to extend their social skills. They learn to share and play with other minded children. Children learn about their community when the childminder takes them to museums and the local pet shop. They learn to care and show respect for animals and the childminder's dog. The childminder helps children to develop their independence. Older children pour their own drinking water, use knives safely to cut up fruit and access the toilet independently. This helps children to be ready for their next steps in learning and their move on to nursery or school. The childminder is a good role model and supports children to understand positive behaviour. She encourages them to use good manners and to play cooperatively.

Outcomes for children are good

Children are motivated to learn and move freely around the childminders home. They make good progress from their starting points. Children who speak English as an additional language make very good progress in their speaking skills. Children enjoy being in the childminder's garden. They look for insects and use magnifying glasses to study them more closely. This helps children to develop their understanding of nature.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 405080 |
| Local authority | North Lincolnshire |
| Inspection number | 1043648 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 9 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 18 February 2014 |
| Telephone number | |

The childminder was registered in 1991 and lives in Scunthorpe. She operates all year round from 5.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for three- and four-year-old children. She holds a childcare qualification at level 3 and supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

