

# Childminder Report

## Inspection date

21 July 2016

Previous inspection date

17 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 is committed to providing a good quality service. She has addressed all of the actions and recommendations raised at the previous inspection. The childminder seeks and acts upon the views of children and parents to enhance her practice and the outcomes for children.
- The childminder and her assistant's teaching skills are good overall. They provide activities and resources that interest and motivate children and interact positively with them.
- The childminder knows the children well and has a good understanding of their achievements and interests. She uses her observations to help her plan activities that match children's interests and help them make the next steps in their learning.
- The childminder provides children with a warm and nurturing environment where they are able to play safely and feel secure. Children are confident and have good self-esteem. They develop strong, affectionate relationships with the childminder and her assistant.
- Children readily look to the childminder and her assistant for reassurance and seek them out when they are feeling tired or unsure. They instinctively react to children's care needs, promoting a high level of well-being.

### It is not yet outstanding because:

- The childminder has not placed sufficient emphasis on her professional development to help her improve her knowledge and skills further, and raise the good quality of her provision to a higher level.
- The childminder has not been fully successful in engaging all parents as much as possible in their children's learning.

## What the setting needs to do to improve further

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

- place a stronger emphasis on undertaking professional development that helps raise the good quality of the provision further
- explore further ways to involve parents in their children's learning in the setting and at home.

### Inspection activities

- The inspector viewed all areas of the childminder's home that are used by the children.
- 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 looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and her assistant.
- The inspector took account of the views of parents expressed in written testimonials.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant have completed child protection training. They are confident of the procedures to follow, in order to help protect children from harm. The childminder supervises her assistant's practice effectively. This helps to maintain good quality care and teaching. The childminder carries out visual risk assessments of her home, taking steps to ensure identified hazards to children are minimised. The childminder has made improvements to her service since the last inspection. For example, she has improved how she monitors children's progress effectively over time. This allows her to see how children develop, helping her to identify gaps in their learning in a timely manner. Parents make very positive and complimentary comments about how well their children are cared for by the childminder and her assistant. They also talk about how much their children are learning with them.

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

The childminder and her assistant promote children's communication and language skills well. They mainly care for children who speak English as an additional language. The childminder and her assistant use words in children's home language alongside English words. Babies are very expressive during their play and interactions. The childminder encourages children to play alongside each other. This helps children to develop their social skills and to form good friendships with their peers. The childminder develops good partnerships with other early years providers where children attend. This helps to promote a consistent approach to children's care and development.

### Personal development, behaviour and welfare are good

The good settling-in procedure means that children have plenty of time to become familiar with the childminder and her assistant, as well as the environment before they start. The childminder collects good quality information from parents when children first start which helps her to meet their care needs effectively. The childminder and her assistant are positive role models. They are very caring and kind to the children. Children behave well. They are confident in the daily routines and respond well to requests made of them. Children are learning about the benefits of a healthy lifestyle. They have regular opportunities to develop their physical skills playing in the childminder's garden and during outings to the park. Meals are nutritious and balanced.

### Outcomes for children are good

Babies' independence is developing. For example, they are learning to hold their own bottle or cup to take a drink. Young children develop an early understanding of how technology works as they operate simple electronic toys. Children show that they are confident and have a positive attitude to learning. All children, including those who speak English as an additional language are making good progress. They are developing the key skills needed for their future learning, including pre-school and school.

## Setting details

<b>Unique reference number</b>	EY407836
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1043029
<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>	0 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 April 2013
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Boston. She operates her provision all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder supports children who speak English as an additional language.

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