

# Childminder Report

**Inspection date**

Previous inspection date

25 July 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 extends her professional development by attending training courses and sharing good practice with her co-childminder. This helps her to keep up to date with changes in legislation and to provide a stimulating environment for children.
- The childminder shares information with local schools that children will attend. This helps teachers to work together with the childminder to support children's good progress.
- The childminder uses observations and assessments to monitor the good progress children are making. She identifies any gaps in learning and targets teaching strategies to help children catch up.
- Children learn about healthy lifestyles. The childminder provides them with a range of healthy snacks. Children develop their physical skills when they play in the garden. They enjoy jumping on the low-level trampoline and visiting the local park.
- The childminder provides children with opportunities to socialise with others at local toddler groups. Children learn to share and make friends. This helps them to learn important social skills in readiness for their move to nursery or school.

### It is not yet outstanding because:

- The childminder has not been successful in involving parents fully in their child's learning.
- The childminder does not gather feedback from parents about her provision, in order to help her to raise the quality to the highest level.

## What the setting needs to do to improve further

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

- explore ways to involve parents more fully in their children's learning in the setting and at home
- consult with parents to gain their opinions of the care and learning provided and use this information to help raise the quality of the provision further.

### 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.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of the procedures to follow to report any concerns she may have about children's safety. She works in partnership with her co-childminder to provide a safe environment for children. Policies and procedures support the childminder's good practice and are shared with parents when children first start. Children learn how to keep themselves safe when walking in the street. The childminder talks to them about road safety, stopping at the curb and looking both ways before crossing the road.

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

The childminder is a good role model. She works well with her co-childminder to provide activities for children that support their next steps in learning. Children learn how to use tools safely. The childminder provides hand-over-hand support, showing children how to cut using scissors. She then allows them time to complete the task themselves, supporting their independence. Older children develop good literacy skills in readiness for school. The childminder helps children to recognise and write their own name and to learn letters of the alphabet. She reads stories to children. Children are very excited and fully involved in looking at the pictures in the book and talking to the childminder about what they are seeing.

### Personal development, behaviour and welfare are good

Settling-in sessions are effective in helping children to become familiar with their new surroundings and the childminder. Information gathered from parents when children first start helps the childminder to meet children's care needs. The childminder provides children with emotional support when they are faced with changes in their lives or when they meet visitors for the first time. Children are confident in their interactions with the childminder and other children. They are keen to explore the environment inside and outside the home. The childminder is a good role model. She talks to children about how their negative behaviour can affect others around them. This helps them to be aware of other people's feelings. However, children behave very well.

### Outcomes for children are good

All children, including those in receipt of funding, are motivated to learn and make good progress. They are independent and learn to complete tasks for themselves. For example, children wash their hands prior to eating. They help to mix dough. Children explore their senses as they feel the texture of the dough in their hands and smell the peppermint they have added to the mixture. Children move the dough in different ways and say that they have made a 'cheese wrap'. They use shape cutters correctly and show good hand-to-eye coordination.

## Setting details

<b>Unique reference number</b>	EY485532
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1013136
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Lincoln. She operates her provision all year round from 6.30am to 6.30pm, 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 level 4 qualification in childcare and works with a co-childminder and her assistant.

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