

Childminder Report

Inspection date

14 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is consistently good. The childminder uses her teaching assistant qualifications and childcare experience well. She plans stimulating activities that are closely matched and highly responsive to children's learning and care needs.
- The remarkable indoor and outdoor learning environment keeps children highly motivated. Secure attachments to the childminder give children a strong base to explore their surroundings. This helps them to develop their independence skills and grow in confidence.
- Successful relationships with parents and other settings children attend are in place. This helps the childminder to share information about children's development. Furthermore, she complements what children learn at home and with other providers as she incorporates children's interests into their next steps in learning.
- Children settle quickly into the childminder's care. Displayed photographs of children's family are used successfully to help promote children's personal, social, and emotional development and to give them a strong sense of belonging.
- The childminder is very committed to improving the levels of achievement for all children. She implements statutory policies and procedures to a high standard. This helps her successfully promote children's learning, safety and well-being.

It is not yet outstanding because:

- Sometimes, the childminder asks children too many questions in quick succession. This means children are not always given sufficient time to think about the question and to form their response.
- Occasionally, the childminder does not give children enough of an opportunity to think about and solve problems in their own way.

What the setting needs to do to improve further

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

- give children more time to think about the question they are asked and how they want to respond to it
- build on children's ability to think things through and solve problems for themselves to increase the potential for each child to achieve at the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on the children's learning.
- The inspector jointly evaluated the children's learning with the childminder.
- The inspector looked at all areas used by children. She spoke to the childminder and the children present at appropriate times throughout the inspection.
- The inspector looked at assessments of the children's progress and the planning documentation.
- The inspector checked evidence of the suitability of the household members and of the assistants. She looked at a sample of the childminder's policies and procedures and discussed the childminder's self-improvement plans.
- The inspector took account of the views of parents expressed through their written testimonials.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates an in-depth knowledge of child protection issues and knows the correct procedures to follow should she have any concerns about a child's welfare. The childminder's assistants work on an occasional basis to collect children from differing schools, when required. The childminder supervises them well to maintain good standards of teaching and ensures they both understand their responsibilities and how to keep children safe from harm. The childminder evaluates her practice regularly and improves her teaching through well-focused professional development. For example, additional training has helped her improve her knowledge and understanding of how best to promote children's communication and speaking skills.

Quality of teaching, learning and assessment is good

The childminder demonstrates a very good understanding of how children like to learn. She makes accurate assessments of the progress they make based on initial discussions with parents about what their children can do at home. This helps her to identify where children may be slow to develop and to narrow any gaps in their learning. Parents are highly complimentary about all aspects of their children's care and learning. Older children listen intently as the childminder reads them their favourite pirate story. They show a keen interest in the illustrations, describe the characters and anticipate the key events. Toddlers demonstrate very good physical skills of coordination and balance as they eagerly explore the outdoor learning environment.

Personal development, behaviour and welfare are good

Children develop a positive sense of themselves and their place in the world. They are eager to show postcards from the differing places they have visited and to share their experiences with their friends. The childminder provides a range of activities, such as cooking, dressing up and Olympic themed games, which further extends children's knowledge of people and communities beyond their own. Children behave well and know what is expected of them. Older children work well as a group. They develop and agree their own set of rules for sharing the use of the computer. The childminder promotes children's understanding of how to keep themselves safe. For example, when reading a pirate story she explains that swords are sharp. Children know sharp objects have to be stored safely so they and other children do not hurt themselves. Younger children accompany older children to and from the local pre-school and school. The childminder uses these visits to help prepare them emotionally for when the time comes for them to move on to their next stages in learning.

Outcomes for children are good

All children, including those who receive funded early education, are working comfortably within the range of development typical for their age. Older children categorise and group the treasure they find whilst digging for gold coins. They point to each coin and correctly count up to five. Children are very self-assured. They form good relationships and initiate friendly interactions and conversations with the childminder and their friends.

Setting details

Unique reference number	EY482179
Local authority	Lincolnshire
Inspection number	992164
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 10
Total number of places	18
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Swinderby, Lincolnshire. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband and daughter occasionally work with her as assistants. She provides funded early education for three- and four-year-old children.

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