

Childminder Report

Inspection date

15 September 2016

Previous inspection date

1 September 2015

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 the actions and recommendations raised at her last inspection. She ensures that all persons living on the childminding premises have had their suitability checked.
- The childminder clearly establishes children's starting points in learning. She asks parents about what children know and can do when they first start. She uses this information to plan for the next steps in their learning, helping children to make good progress.
- Children are motivated to learn. The childminder uses her observations and knowledge of children's interests to help her to plan stimulating activities that fully engage them.
- Children benefit from the childminder providing them with a range of healthy meals and snacks.
- The childminder provides a welcoming and friendly environment. Children form close emotional attachments with the childminder and good relationships with their friends.
- The childminder gathers parents' views about her practice and uses this information to identify changes she can make, to improve outcomes for children.

It is not yet outstanding because:

- The childminder does not consistently give children enough time to put their own thoughts into words, when asking them questions, to fully develop their thinking skills.
- The childminder has not focused her professional development enough on raising the quality of her teaching to a higher level, to help children make more than good progress.

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 put their thoughts into words when questions are asked of them, in order to extend their thinking skills
- focus professional development on raising the quality of teaching to help children to make even better progress.

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 parents' comments on the quality of the provision.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms of abuse and where to report any concerns she may have regarding children's safety and welfare. She monitors the progress children make and is able to identify any gaps that appear in their learning. The childminder completes the progress check for children aged between two and three years. She shares this with parents and other professionals to support children's learning and development. Parents comment positively about the childminder and her practice. They say that she keeps them updated daily about their children's activities and abilities. The childminder provides parents with a summary of their children's learning and offers ideas about how they can continue to support their children's good progress at home.

Quality of teaching, learning and assessment is good

The qualified and experienced childminder provides an exciting and well-resourced environment for children, where they are keen to try new activities. They move freely between indoors and outdoors, making independent choices about where to play. The childminder helps children to develop their social skills. They work together to move a water tray outside. They develop new physical skills as they carefully manoeuvre the tray into place. They then work cooperatively together to fill the tray with water, one child being responsible for holding the hose pipe and the other for turning the tap on and off. The childminder provides children with a range of funnels and bottles, which children use to pour and measure water. She helps children to understand about measures and quantity. The childminder follows the children's lead, responding to their interest in hearing a story about a fire engine. Children demonstrate good listening skills and develop a love for books.

Personal development, behaviour and welfare are good

Children are confident and talk to the childminder freely about their needs. The childminder is a good role model and is polite and respectful to the children. Children are emotionally secure and have a sense of belonging in her home. They have a space for their belongings and pictures of themselves and of other children playing are displayed on the walls. Children behave very well. The childminder reminds children to use good manners, to share and take turns. Children learn about their local community, for example, when the childminder takes them to the garden centre. She asks children to choose which seeds they would like to grow in her garden. Children help the childminder to grow strawberry plants and potatoes. They learn about growth and decay over time.

Outcomes for children are good

Children make good progress from their starting points in learning and are ready for their move on to school. They demonstrate that they have a good imagination and pretend to be pirates. Children develop their physical skills when they run around the garden, looking for treasure. They talk confidently to the childminder about seeing dinosaurs on their holidays and that they are 'made of bones'. Children have good communication and language skills.

Setting details

Unique reference number	405113
Local authority	North Lincolnshire
Inspection number	1058159
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 September 2015
Telephone number	

The childminder was registered in 1984 and lives in Bottesford. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

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