

# Childminder Report

<b>Inspection date</b>	11 October 2016
Previous inspection date	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 is committed to providing children and their families with a good quality provision. She is well organised and her records and documentation are thorough and underpin her good practice.
- Teaching is good overall. The childminder has a generally good knowledge of the children she cares for. She understands how young children learn and how she can support the development of what they know, understand and can do. This contributes to the good progress children make from their starting points.
- Children who speak English as an additional language communicate very well. They ask questions and share what they are seeing and doing. The childminder develops children's language further by asking questions and introducing new words.
- Children are happy and confident with the patient, nurturing and friendly childminder. She offers a caring, family orientated environment for them. The childminder clearly enjoys spending time with children. This helps to support their emotional well-being.
- The childminder provides children with a well-organised environment where they can access age-appropriate resources to support their learning. They enjoy choosing familiar toys with the childminder. This helps enhance children's independence and confidence as they choose what to play with.

### It is not yet outstanding because:

- The childminder does not share enough information with all other settings that some children attend that enables a shared approach to their learning.
- The childminder does not consistently support parents to share what they know their child can already do when they first start.

## What the setting needs to do to improve further

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

- extend information sharing with other early years settings in order to fully support and complement children's care and learning experiences
- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting.

### Inspection activities

- The inspector viewed all areas used by the children.
- The inspector observed the quality of teaching during activities indoors 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 policies and procedures and evidence of the suitability of the childminder and members of her household.
- The inspector spoke to a parent during the inspection and 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 has refreshed her knowledge and understanding of safeguarding. She is confident about the action to take if she has a concern about a child's welfare. The childminder completes regular risk assessments to identify and minimise any hazards to children. She is committed to continually developing her early years knowledge and skills, in order to meet children's care and learning needs effectively. The childminder welcomes the views of the parents using her service. This, alongside her own evaluation of practice, enables her to identify ways of enhancing the care and learning she provides. Parents make very positive and complimentary comments about how well their children are cared for by the childminder.

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

The childminder regularly reviews children's progress. She checks for any gaps in their individual learning and also in the educational programme. This helps to ensure that they are progressing in all areas of learning. The childminder sits and plays with the children, talking to them about what they are doing. This helps develop their speaking and listening skills. The childminder provides opportunities to help children extend their interests and learn about their environment. She takes them to the local police station where they meet police officers and sit in a police car. Children meet other adults and children when the childminder takes them to local community groups. This helps to develop their social skills in different situations.

### Personal development, behaviour and welfare are good

Children's emotional needs are successfully supported. The childminder understands that some children may take longer to settle than others and agrees settling-in arrangements with parents on an individual basis. The childminder treats each child as a unique individual. She helps them to respect and understand each other's differences. Children behave well. The childminder has a firm but fair approach to any minor disagreements. This helps children learn how to play cooperatively together, share and take turns. The childminder arranges photographic displays at children's height. They take pleasure in recognising their friends and remembering the things they did together on the visit. This helps to give them a sense of belonging. Children get plenty of exercise during garden play, walking to and from school and frequent visits to local parks. The childminder helps children to understand about their own safety and points out that standing on toys may cause them to slip. This helps children to learn about potential hazards.

### Outcomes for children are good

All children make good progress in their learning in relation to their starting points. They are working well within the typical range of development for their age. Children concentrate well and have great fun using their imagination as they make pretend burgers with dough. Their mathematical calculating skills develop exceptionally well as they begin to sort peas into a group. Children learn key skills in readiness for their move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY480077
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	984502
<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 - 14
<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 2014 and lives on the outskirts of Lincoln. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

