

Childminder Report

Inspection date

20 October 2016

Previous inspection date

29 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. The childminder has a secure understanding of child development and children's interests. Children are active learners and make good progress in their learning in relation to their starting points.
- The childminder effectively supports children's communication and language development. She shows an interest in what older children have to say, she asks questions and listens to their answers. She introduces new words with babies and encourages them to use sounds associated to their play.
- Partnerships with parents are well established. The childminder keeps them up to date with their children's progress by talking to them daily and using daily diaries. Parents speak very highly of the care that the childminder provides.
- Children behave well and respond to the gentle reminders of the childminder, who supports them to learn right from wrong.

It is not yet outstanding because:

- The childminder does not always meticulously plan for individual children's learning. Information from observations is not always used effectively to identify specific next steps in children's learning.
- The childminder has not fully developed information sharing practices with other settings children attend, to ensure a fully consistent approach to care and learning.
- Self-reflection and the evaluation of the provision is not yet sharply focused enough to measure the impact of continuous improvement on 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:

- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress
- strengthen information sharing practices with other settings children attend to further promote consistency of care and learning
- strengthen the reflection and evaluation of the provision, reviewing the impact of any improvements made on raising the outcomes for children even further.

Inspection activities

- The inspector viewed all areas 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 policies and procedures and evidence of the suitability of the childminder and members of her household.
- 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 ensures her home is safe for children to play and explore. She has a clear understanding of the procedures to follow if she has concerns that a child is at risk of abuse or neglect. The childminder regularly uses internet research as an opportunity to keep her knowledge of current legislation up to date. She uses her knowledge well to improve outcomes for children. The childminder produces written reports for parents so that they can see what progress their children have made over time. This helps her to assess where there are gaps in children's learning and development.

Quality of teaching, learning and assessment is good

The well-qualified childminder promotes children's learning effectively. She interacts with them as they lead their own play and make choices. Children relish the childminder's enthusiasm as they play a memory game. The childminder subtly introduces a conversation about keeping safe when out and about with adults. Children develop their mathematical skills during activities. For example, they successfully complete a number puzzle and identify numbers pertinent to them, such as the number three. They count confidently one to eight. The childminder helps children to develop their self-care skills. She provides praise and encouragement for them to persevere, putting on their shoes for outdoor play.

Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming and well-resourced environment. Children's emotional well-being is effectively supported. They develop strong bonds with the childminder. Children feel comfortable approaching her when they are tired or would like something else to play with in the toy cupboard. Children rest and sleep as they need to, and their care needs are recognised and incorporated into the day. Children have opportunities to be physically active in the fresh air. They regularly open the playroom door for themselves and go outdoors to ride their bikes. Children are supported well in developing their social skills of sharing and taking turns. The childminder uses firm but fair language and they play very well together. Children show care and concern for each other's feelings.

Outcomes for children are good

Children make good progress in their learning. They develop the skills they need in preparation for school. Children are confident and articulate communicators. They engage the childminder in interesting conversations about the changing of the trees in winter. Children's early literacy skills are promoted well. They use pens to colour pictures, describing what they can see and the colours they are using. Babies show determination and positive attitudes towards learning and new experiences, such as cause-and-effect toys. They learn to roll a ball down a spiral and repeat the action.

Setting details

Unique reference number	EY347875
Local authority	Lincolnshire
Inspection number	1059747
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	29 November 2012
Telephone number	

The childminder was registered in 2007 and lives in Lincoln. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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