

# Childminder Report

<b>Inspection date</b>	31 October 2016
Previous inspection date	24 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are happy, settled and secure. They have close bonds and attachments with the childminder. There is a relaxed, friendly and homely atmosphere and children are treated as part of the family.
- The quality of teaching is good. The childminder gets down to children's level and provides them with a good range of activities that matches their interests. This helps to ensure that children are keen to learn more.
- Children are well behaved. They form strong friendships and play cooperatively. The childminder is a positive role model and helps children understand what is expected of them by providing clear rules and boundaries.
- The childminder gives good priority to safety and supervises children closely. The home is secure and daily checks on the environment help ensure that risks to children are minimised.
- The childminder has good policies, procedures and supporting documentation in place that underpin the efficient management of her setting.

### It is not yet outstanding because:

- The childminder does not consistently give children opportunities to find ways to solve questions and simple problems that arise in their play for themselves. She is, at times, overeager in her interaction and steps in too quickly.
- At times, information collected from parents about their children's achievements at home is not used effectively by the childminder to enable her to plan more precisely for their learning needs.

## What the setting needs to do to improve further

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

- support children in learning to solve problems which they encounter during their play for themselves
- use information from parents about their child's achievements at home consistently to plan more precisely for their learning needs in the setting.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development and sampled their records and the planning documentation.
- The inspector took account of the views of a parent spoken to on the day of the inspection and by reading a number of their comments on questionnaires and letters obtained by the childminder.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is clear on how to recognise a child who could be at risk of abuse or neglect and what to do if she is concerned. She attends child protection training and reads relevant information related to new legislation. This helps to keep her knowledge up to date. The childminder offers a flexible service. She works closely with parents to ensure that children's care needs are well known and babies' routines are followed. This helps her to provide consistency in children's care. Parents report on how happy they are with her service and show they hold the childminder in high regard. The childminder effectively tracks and monitors children's learning, helping to ensure that any gaps are identified and quickly addressed. She understands about working with other professionals and providers in supporting children's care and learning.

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

The quality of teaching is good. Children enjoy exploring different media and materials. Older children are excited to talk through their ideas and direct play. Babies' sensory awareness is encouraged and the childminder helps to build on their strong exploratory impulse. They excitedly explore a range of materials, such as cold spaghetti and jelly, to make 'spider soup'. Children manipulate objects and develop their small-muscle skills. This is helped as they use tweezers to pick up small objects. Children's mathematical skills are supported well. They count the legs on the toy spiders together. Children have in-depth discussions about a variety of topics. These help to support and extend their conversational skills, creative thinking and their knowledge and understanding of the world around them. Children are highly motivated to learn and make good progress from their starting points.

### Personal development, behaviour and welfare are good

The childminder offers consistent praise and encouragement to children to support their confidence and self-esteem. Children express confidence as they talk with visitors and eagerly show them around the setting. The childminder is a good role model, demonstrating manners and supporting children to learn social skills, such as sharing with each other. The childminder helps children learn how to keep themselves safe. For example, on outings in the local community, children learn how to stay safe near the road. Children develop skills to keep themselves healthy. An example of this is shown as younger children wash their hands after using the toilet without prompting. Children benefit from trips in the local community and by attending activity groups, helping them to learn about the wider world.

### Outcomes for children are good

Children make good progress from their starting points. The childminder promotes their learning and development successfully. Children become increasingly independent in making choices, developing practical skills and caring for themselves appropriately. They develop good social skills and build confidence. Children are developing the skills they need for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY440837
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1059982
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 October 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Crowland, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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