

# Childminder Report

**Inspection date**

2 November 2016

Previous inspection date

6 June 2013

<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

- The childminder's setting, both indoors and outside, is highly stimulating and extremely well resourced. She plans her setting carefully to support all areas of children's learning. Ongoing risk assessments ensure the environment is safe for children to explore.
- The childminder is skilled at helping children to develop their communication and language skills. She talks clearly to children who are learning English as an additional language. She carefully repeats words and phrases so they can hear the correct pronunciation.
- The childminder and her assistants provide clear guidance for children about what is acceptable behaviour. Consistent boundaries are in place and children are taught about the importance of being kind to each other.
- Parents are made to feel welcome in the setting. The childminder has secure partnerships with parents. She shares information about children's interests and development, in order to help support continuity in their care and learning.

### It is not yet outstanding because:

- The childminder's evaluation of teaching and her support for her assistants are not thorough enough to help them develop an expert knowledge of teaching and learning that secures excellent outcomes for all children.
- Occasionally, children's meaningful play is interrupted by the organisation of daily routines.



## What the setting needs to do to improve further

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

- strengthen the evaluation of teaching and professional development arrangements, in order to gain a highly developed knowledge of teaching and learning that increases the potential to achieve excellent outcomes for children
- improve opportunities for children to fully explore activities and resources without interruption so they can complete tasks to their satisfaction.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- 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 and evaluated the teaching that took place.
- The inspector spoke to the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as self-evaluation, policies and procedures and risk assessments.

### Inspector

Teresa Lester



## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants are vigilant about child protection matters. They are confident about what to do if they have any concerns about a child's welfare and where to seek support. The childminder is committed to providing good quality childcare and to the continuous development of her practice. She asks parents and children for ideas about how she can improve her setting. Parents are complimentary about the care and learning that the childminder provides. Funding is used effectively to help children make good progress. The childminder is organised and keeps appropriate records, such as a record of attendance. Children's safety is made a priority. Correct adult to child ratios are maintained. There are clear procedures in place for dealing appropriately with complaints.

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

The childminder observes children well to identify what they can do and what they need to learn next. She knows what interests individual children and uses this to plan their learning experiences. Children use their imagination well as they play with small-world toys. Their fascination with cars is used further to encourage early writing. They enjoy tracing the outline of different types of cars. Children enjoy building towers out of cubes. They discuss size, count the cubes and compare how high their tower is. Children solve problems as they discuss how they could prevent the tower bending and breaking. The childminder asks questions which help children to develop their thinking and problem-solving skills. She helps children to take pleasure in finding things out for themselves.

### Personal development, behaviour and welfare are good

Children are well settled, confident and happy in the childminder's setting. They have positive relationships with the childminder and her assistants, who are highly attentive to children's individual needs. The childminder teaches children how to keep themselves safe. This supports them in developing a good understanding of how to manage age-appropriate risks and challenges. For example, even very young children negotiate the step between rooms safely. The childminder teaches children about the benefits of eating well and the importance of hygiene routines. She provides a good range of nutritious snacks that children enjoy. Children are developing an understanding of similarities and differences between themselves and others. The childminder provides activities and resources to help support their understanding of diversity.

### Outcomes for children are good

All children make good progress and are prepared well for the next stage in their learning. Children develop social skills and learn how to get on well with others. Children are beginning to match and count while they play, and older children are learning to recognise their names in print and to write it themselves. Children learn how to handle books as they hold books the correct way and turn the pages. They learn to listen and follow instructions well. Children are developing independence skills, such as managing their own personal care needs.



## Setting details

<b>Unique reference number</b>	EY356459
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1075171
<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>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Grantham. She works with a co-childminder and assistants. The childminder operates her provision all year round from 6am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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