

# Childminder Report

**Inspection date**

7 November 2016

Previous inspection date

29 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 knows how children develop and understands the different ways in which they like to learn.
- The childminder has evaluated her practice well and successfully addressed the areas for improvement identified at her last inspection. She demonstrates a sound knowledge of the adult-to-child and space ratios. A programme of professional development has helped her to improve her knowledge of the learning, development, safeguarding and welfare requirements.
- Effective settling-in arrangements help to prepare children emotionally for their move into the childminder's care. They form warm attachments to the childminder and other minded children.
- Children are self-assured and motivated learners. They show a deep interest in number and shape jigsaw puzzles. They demonstrate very good thinking skills as they persevere in rotating the shapes and pieces until they fit in the correct space.
- The childminder provides a warm and welcoming environment. Children are happy, settled and can independently access an interesting range of activities.

### It is not yet outstanding because:

- The childminder does not focus her planning as precisely as possible on building on what children already know and can do in her care and at home.
- The childminder does not use every opportunity to help promote children's speaking skills.
- The childminder does not involve parents and children sufficiently in helping to identify where improvements can be made to the provision.

## What the setting needs to do to improve further

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

- plan activities that build even more precisely on what children already know and can do in the setting and at home to fully challenge and increase the potential for children to make rapid progress in their learning and development
- use all opportunities to help children practise the words they hear, to further support and enhance their speaking skills
- involve parents and children more fully in identifying where aspects of the provision can be improved.

### Inspection activities

- The inspector observed the quality of the teaching and assessed the impact this has on the children's learning.
- The inspector jointly evaluated children's learning with the childminder.
- The inspector spoke with the childminder and her assistants. She interacted with the children at appropriate times during the inspection.
- The inspector looked at the assessments of the children's progress and the planning documentation.
- The inspector checked evidence of the suitability of the childminder, her assistants and household members. She looked at a sample of the childminder's policies and procedures and discussed the plans for improvement.
- The inspector took account of the views of parents expressed through their written testimonials and text messages.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date. This helps her to identify children who may be at risk of harm or of exposure to extreme ideas about right and wrong. She fully understands the procedures to follow should she have any concerns about a child's welfare. The childminder's assistants do not currently work directly with the children. However, the childminder knows to supervise them and ensure they are aware of their responsibilities to help keep children safe from abuse. The childminder effectively implements a range of policies and procedures, helping her to promote children's safety and well-being. Accurate records of children's daily attendance are kept and their personal information and assessments are securely stored. The childminder effectively considers and minimises any potential risks or hazards to children within her setting and while on outings.

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

The childminder shares information with parents about their children's achievements in her care and at home verbally and through written assessments. The childminder's system of observing and assessing the progress children make highlights any gaps in their learning. This helps her to plan activities that support children's next steps in learning. However, the childminder does not target her planning as precisely as possible to further challenge and help children individually to achieve their fullest potential. Children show a good level of listening and communication skills for their age. They confidently ask to sing songs and take it turns to choose a prop, such as a plastic frog from the song box. The childminder promotes their early reading skills well as she encourages them to repeat the refrain or last word in the song. Children learn new words, such as squidgy and sticky, as they explore the texture of the plastic frog. Children regularly take home a book bag and enjoy reading stories with their parents.

### Personal development, behaviour and welfare are good

Children behave well and know what is expected of them. Each day, a child takes on the role of being a helper. They wear an apron like the childminder and carry out small tasks, such as handing their friends a drink. This, as well as getting a star of the week certificate for being kind and helpful, boosts their confidence and self-esteem. Children manage their personal needs well, according to their age. They successfully peel satsumas, put on their Wellington boots and wash their own hands. Children know not to run inside as they may slip and hurt themselves. Children carefully carry toy baby dolls and gently pretend to feed them, imitating what they have observed.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They are developing the skills that help to prepare them for their next stages in learning, such as school. Young children successfully count to 10. They explore musical instruments and learn how they can make different sounds. Children are starting to recall past events in their own lives and talk about family members who are special to them.

## Setting details

<b>Unique reference number</b>	EY263632
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1052772
<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>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 April 2016
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in the Bracebridge area of Lincoln. She operates all year round from 7am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder is registered to work with two assistants.

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