

# Childminder Report

<b>Inspection date</b>	29 March 2017
Previous inspection date	6 March 2014

<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 maintains a safe and secure environment for children to flourish. Children demonstrate that they feel safe and secure.
- The childminder has developed good partnerships with parents. She shares information with parents about their child's learning and ways in which they can further support children at home.
- The childminder offers settling-in sessions when children first start and gets to know them well. This helps children to settle quickly and develop secure emotional attachments from the onset.
- The childminder observes children as they play and provides them with a good range of resources and activities to support their interests. This helps children to be motivated to learn. Children make good progress.
- The childminder understands how to differentiate activities, depending on the age and stage of children's development. For example, she allows babies to use their fingers in paint and provides older children with a brush and paint.

### It is not yet outstanding because:

- The childminder has not yet explored ways to develop her partnership with other early years settings that children attend to share information about children's learning.
- The childminder does not always use her assessments highly effectively to plan as precisely as possible for children's individual next steps in learning.

## What the setting needs to do to improve further

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

- develop partnerships with other settings children attend to share a wider range of information to support their learning further
- use information gathered from assessments to plan more precisely for children's next steps in learning, to increase the potential for them to achieve better than good progress in their learning and development.

### Inspection activities

- 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 of an activity with the childminder.
- The inspector held discussions with the childminder and looked at relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the signs and symptoms of abuse and where to report any concerns about children's welfare or safety. She is aware of how to recognise if children are being drawn into situations that put them at significant risk. The childminder works well with her assistant and shares information about children's individual learning and care routines. She supports her assistant to extend their professional development by attending training courses. The childminder talks to parents daily about their child's progress and interests. She gathers information about what children like to do at home, to celebrate children's achievements in her setting. The childminder evaluates her provision well to identify ongoing improvements.

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

The childminder develops positive relationships with children. She completes a progress check for children between the ages of two and three years and shares this with parents and health visitors. The childminder supports children's communication and language skills well. She talks to children about toy animals to help extend their understanding of animals from around the world. The childminder reads stories with children and skilfully maintains their interest by asking them to find toy animals in the room that are in the book. Children demonstrate good listening skills and excitedly search around the room, finding the correct animal. Younger children help to lift flaps in books and begin to say the sounds that animals make. The childminder weaves mathematical language into children's play and helps them to extend their understanding of 'big' and 'small'.

### Personal development, behaviour and welfare are good

The childminder provides children with opportunities to be physically active. She takes children to the local park to develop their upper-body strength. Children learn about their local community, for example, when the childminder takes them for visits to the farm. Older children show care and respect for animals, such as by helping to care for the guinea pigs. Children behave well. They learn to share and take turns. Older children develop rules in partnership with the childminder. This helps them to understand boundaries in the childminder's home. The childminder praises children's achievements which helps to raise their self-esteem. She extends children's understanding of healthy foods well.

### Outcomes for children are good

Children are confident and develop key skills in readiness for their move on to school. They are sociable and mix well with other children at toddler groups. Children are independent and select resources to support their interests. All children, including those in receipt of funding, make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY433570
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1087388
<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 - 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	

The childminder registered in 2011 and lives in North Hykeham, Lincoln. She operates her service all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works occasionally with an assistant. The childminder provides funded early education for children aged three and four years.

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