

# Childminder Report

## Inspection date

11 April 2017

Previous inspection date

19 June 2015

<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 demonstrates commitment to continuous improvement. She regularly updates her training which means that children benefit from knowledge that is current.
- The childminder works in partnership with other early years providers and professionals. She recognises the importance of sharing pertinent information with them in order to secure additional support for children with identified needs.
- The childminder is a good role model. She has appropriately high expectations of children. As a result, children's behaviour is good and they play cooperatively together.
- Children benefit from a wide range of good-quality resources, stimulating experiences and interesting excursions. They visit farms, parks and toddler groups. This means that children are motivated to try new things, explore and investigate.
- Children form strong, trusting relationships with the childminder. They feel reassured, safe and secure. As a result, children arrive ready to enjoy themselves and learn.

### It is not yet outstanding because:

- The childminder does not consistently prioritise when planning for children's next steps in learning. As a result, children do not always make the best possible progress.
- On occasions, the childminder asks questions that are not easily understood by all children. This means that their thinking and speaking skills are not always fully supported.

## What the setting needs to do to improve further

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

- use information from assessment even more rigorously to prioritise and plan for children's next steps in learning so they make the best possible progress
- simplify language used when asking questions in order to give children a better understanding of what is being asked and to formulate an answer.

### Inspection activities

- The inspector conducted a tour of the premises and observed children engaged in a variety of learning experiences.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She also took account of parental views expressed in written testimonials.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector looked at a sample of policies, training records and children's assessment records.
- The inspector viewed evidence of the suitability of all adults living on the childminding premises.

### Inspector

Karen Tyas

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her role in protecting children. She is clear about the procedures to follow in the event that she has any child protection concerns. The childminder monitors children's progress carefully and shares her thoughts with parents. This helps the childminder identify any gaps in learning. Parents are supported to extend children's learning at home. They state that they appreciate the many learning experiences the childminder provides for their children. The childminder thinks about the service she provides and continually plans to improve her knowledge and understanding.

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

The experienced childminder understands how children learn. She demonstrates new ideas, listens and responds to children and encourages all ages and abilities to join in with activities. Children's social skills are supported when they play group games. They extend their vocabulary as they talk and help each other during a game of sorting coloured pompoms. Literacy skills are practised in preparation for the move to school when children make marks on the pavement using chalk. They learn that letters and words have meaning as they look at posters and signs made by the childminder.

### Personal development, behaviour and welfare are good

The childminder has planned the outdoor environment with careful consideration of children's likes and needs. They demonstrate confidence when practising their physical skills. For example, they play jumping games and play on the ride-on toys. Children are enthused as they explore trays filled with shredded paper, using magnifying glasses to look for toy bugs. They are offered fruit and drinks regularly. Children have a strong sense of belonging. They have designated spaces for their coats and are familiar with daily routines. Children's independence is supported well. They identify, select and place their own printed handprint on a display to indicate their attendance.

### Outcomes for children are good

Children make good progress overall. They are busy and absorbed in their play for long periods. They develop the skills and attributes needed for when they start school. For example, they share and help each other. Children learn to count and enjoy varied craft activities. They are successful and inquisitive learners. Children show high levels of confidence as they talk to each other and adults.

## Setting details

<b>Unique reference number</b>	EY360860
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1093161
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 June 2015
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Welton, Lincoln. She operates her service all year round from 7am to 5.30pm on Monday to Friday, except for family holidays. The childminder provides early education for three-year-old children.

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