

# Childminder Report

<b>Inspection date</b>	29 June 2017
Previous inspection date	21 April 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 keeps her knowledge of children's learning up to date, observing them as they play and making assessments of their progress. This helps her to identify what children need to learn next.
- The childminder works well with other early years settings that children attend. She shares information about their learning to promote consistency in helping children make good progress.
- The childminder is skilled at identifying children's preferences, especially for younger children who do not yet speak clearly. This means children know that their wishes and needs will be met, promoting their emotional well-being.
- Children are well prepared for their move on to school. For example, they develop good social skills and make friends easily with others. Children talk confidently and develop good listening skills.
- The childminder promotes children's communication and language skills. For example, she talks to children as she plays alongside them and introduces songs and rhymes.

### It is not yet outstanding because:

- The childminder does not gather enough information from parents about what their child already knows and can do when they first start.
- The childminder has not focused her professional development on raising the quality of her teaching to an outstanding level.

## What the setting needs to do to improve further

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

- gather more information from parents about their child's prior learning when they first start at the setting
- enhance professional development to raise the quality of teaching and increase the potential for children to make better than good progress in their learning.

### 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. She looked at relevant documentation and evidence of the suitability of persons living within the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well organised and enthusiastic about providing children with good quality childcare. She works occasionally with an assistant and supports their practice through appraisal meetings and by working alongside them. Safeguarding is effective. The childminder knows the signs that may suggest children are at harm. She knows where to report concerns about children's welfare. The childminder keeps parents informed about their children's learning through daily discussions and sharing children's assessment records. The childminder offers advice and suggestions to parents to help them continue to support their child's good progress at home. She gathers 'wow' moments from parents about their children's achievements at home so she can celebrate these in her setting. This helps to raise children's self-esteem. The childminder gathers feedback from parents to inform improvements to her practice.

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

The childminder uses her knowledge gained from her childcare qualification effectively and knows how children learn. She provides them with a good range of resources in her home and garden that children access independently. This gives them choices to extend their interests. The childminder plays alongside children and follows their interests. She talks to them about healthy foods when they play with toy food in a play shop. The childminder takes children to pick strawberries in the local community. Children help the childminder to grow beans and tomatoes in her garden, helping them to develop their understanding of healthy foods. The childminder provides children with opportunities to explore and investigate. Children use magnifying glasses to find small toy animals and insects. The childminder asks them to find ones that can jump and fly. She encourages children to count the spots on ladybirds to help develop their counting skills.

### Personal development, behaviour and welfare are good

Settling-in sessions are effective in helping children to form good relationships with the childminder. Children have a designated place for their belongings when they arrive. The childminder encourages children to bring comforters from home to support their emotional needs. Children behave well. The childminder has rules and boundaries in place and works with parents to provide consistency. She encourages children to share and take turns and gives them lots of praise. This promotes positive behaviour. The childminder provides opportunities for children to be physically active. For example, she takes them to soft-play centres.

### Outcomes for children are good

Children make good progress. They are keen and motivated to learn. Younger children run toy cars and trains along the floor and demonstrate that they feel safe. Older children use tweezers to pick up small objects, demonstrating good hand-to-eye coordination. All children are confident and comfortable in the childminder's home.

## Setting details

<b>Unique reference number</b>	EY429483
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1094918
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Grantham, Lincolnshire. She operates all year round from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She works occasionally with an assistant and provides occasional overnight care. The childminder provided funded early education for three- and four-year-old children.

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