

# Childminder Report

**Inspection date**

12 July 2017

Previous inspection date

30 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 provides a stimulating and well-resourced environment. Children explore with curiosity, make independent choices and enjoy learning.
- The childminder uses good systems to monitor and assess children's development closely. She knows children's individual learning needs well. She uses this information to plan enjoyable and meaningful activities to help them make continued progress.
- Children are happy and settled, forming close attachments to the childminder. They share lots of giggles and spend time talking about what they are doing.
- The childminder values partnership with parents. She offers good opportunities for them to share information about their children's well-being and learning. She has daily discussions with them and shares detailed information about their child's progress.
- The childminder effectively assesses the quality of her provision. For example, she links to online forums and training agencies to keep up to date with childcare requirements.

**It is not yet outstanding because:**

- Occasionally, the childminder too readily answers for children and does not make the most of opportunities to extend their communication and thinking skills further.

## What the setting needs to do to improve further

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

- give children more time to reply to questions and build on their communication and thinking skills further.

### Inspection activities

- 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector spoke to children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to keep children safe. She knows the correct procedures to follow if she has any concerns about a child's welfare. She carries out safety checks in her home as well as risk assessments for outings. The childminder meets with local childminders to share ideas and discuss good practice; this helps support her ongoing development. The childminder monitors children's development effectively. She maintains a good overview of their progress, enabling her to identify any gaps in learning and close emerging gaps effectively. She develops effective relationships with parents and keeps them well informed about their children's care and learning.

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

The childminder is enthusiastic and interacts very well with children as they play. For example, they enjoy playing with toy farmyard animals and talk about the different sounds they make. The childminder knows children's interests well and skilfully engages them. For instance, she plans activities around their interest in hedgehogs to develop hand coordination skills. Overall, she effectively extends their learning. For example, she reads their favourite story, as children listen attentively and enjoy repeating phrases from the story. Younger children benefit from a good range of age-appropriate resources. For example, they enjoy exploring sensory toys and objects.

### Personal development, behaviour and welfare are good

The childminder successfully fosters children's emotional well-being. They have positive relationships with the childminder and enjoy spending time with her. She encourages the children to talk about their families and experiences to help them learn about other people. Children have good opportunities to develop their understanding of healthy lifestyles. Children are learning to become independent, such as with washing hands and feeding themselves. Children learn to follow good hygiene routines and benefit from regular play outdoors. The childminder helps children learn how to be safe. For example, she discusses with them the consequences around playing safely on the play equipment.

### Outcomes for children are good

Children benefit from exploring the well-resourced environment, where they have many opportunities to make choices and become independent learners. Children learn about their community. For example, they visit local groups and use facilities, such as the park, and partake in stories and role play, where they learn about the wider world and other people. All children attain a wide range of skills that prepares them well for their future learning in school.

## Setting details

<b>Unique reference number</b>	EY299736
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1092200
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 June 2015
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Lincoln. She operates from 8am to 6pm, Monday to Wednesday, during term time. The childminder holds a relevant qualification at level 3.

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