

Childminder Report

Inspection date

31 July 2017

Previous inspection date

7 March 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 has strong relationships with the children's families. Parents are very happy with the level of care and education their children receive. There are good systems in place to ensure parents are continually involved in their children's learning.
- The childminder uses good monitoring and assessment systems to track children's good progress closely. She knows children's individual learning needs well and takes swift action to narrow gaps in their development.
- Children develop a good sense of belonging in the childminder's care. There are close relationships between the children and the childminder.
- The childminder provides a wide range of toys for children to play with. These support their learning and development well. Children explore with curiosity and make independent choices in their play.

It is not yet outstanding because:

- Occasionally, the childminder does not quickly recognise when to adjust her teaching in order to present appropriate challenges for younger children.
- Sometimes the childminder is over enthusiastic in her teaching. She does not give children enough time to think and respond to questions.
- Professional development is not yet highly focused on improving 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:

- build further on opportunities to adapt activities to involve younger children in order to better support their age and stage of development
- give children more time to respond to questions and promote their thinking skills
- review the systems for professional development to focus more rigorously on raising the quality of teaching and learning to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector and childminder jointly evaluated an activity together.
- The inspector looked at relevant documentation, such as the evidence of the suitability of those living on the premises and the qualifications of the childminder.
- The inspector took account of the views of parents through discussions with some of them and written feedback provided.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed recent child protection training. She has kept her knowledge updated regarding changes to government guidance and local child protection procedures. She is confident in the procedures she must follow should she have a concern about a child in her care. The childminder completes risk assessments well to make sure where children play is safe and secure. For example, she monitors where the dog is, to ensure it is never left alone with children and she closely supervises children. The childminder seeks the views of parents and tracks children's progress closely as one way to reflect on the service she provides. She completes some training to increase her knowledge to help children who need extra support to enhance their speaking skills.

Quality of teaching, learning and assessment is good

The well-qualified childminder knows the children she cares for well. She actively promotes a consistent shared approach to children's learning experiences with parents. Parents share events and 'wow' moments from home. The childminder uses this information to further build on children's achievements. She also uses her own observations of children in their play. She plans activities to support their learning and build on their interests. For example, children show an interest in play dough. The childminder helps to develop their mathematical skills. She encourages children to count the pieces of the dough and name the various colours of the dough. Children use their imaginative skills well. They pretend to feed the baby dolls and enjoy dressing up. The childminder enthusiastically involves herself in children's play and they have fun with her. She motivates children to 'have a go' and join in with activities as well as give children time to explore by themselves.

Personal development, behaviour and welfare are good

The childminder fosters children's emotional well-being effectively. She uses clear and consistent methods to help children to learn what is expected of them and how to share toys and take turns. The childminder helps children learn good personal care routines and how to care for their environment. For example, children tidy up their toys and wash their hands before eating. Children develop their physical skills. They use soft-play equipment well, such as building with them and climbing on them. The childminder helps them to learn to understand how to use the equipment safely. The childminder provides opportunities for children to further develop their social skills during trips and outings.

Outcomes for children are good

All children make good progress in their learning and development from their starting points. They are confidently developing into independent learners. Furthermore, they learn how to cooperate with others and develop skills and attitudes necessary for their future learning and eventual move on to school. Children are settled and play happily. They confidently make their own wishes known.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY270961 |
| Local authority | Lincolnshire |
| Inspection number | 1101943 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 7 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Name of registered person | |
| Date of previous inspection | 7 March 2014 |
| Telephone number | |

The childminder registered in 2003 and lives in Lincoln. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

