

Childminder Report

Inspection date

16 October 2017

Previous inspection date

3 June 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 shares information about children's individual care and learning needs with her co-childminder. This helps to provide a united approach to supporting children's needs.
- The childminder works well in partnership with parents. She provides them with ideas and opportunities to extend their child's learning further at home. Parents say how this has helped to develop their child's literacy skills.
- The childminder provides opportunities for children to learn about their local community. She takes them to toddler groups, to help children to develop their social skills. Children learn about diversity and the wider world through, for example, their play and craft activities.
- Children show that they are happy, content and emotionally secure in the childminder's care. They demonstrate an enthusiasm to join in the good range of resources offered, giving them independent choices in their play.
- The childminder observes and monitors children's progress to help her to identify what children need to learn next. Children make good progress from their starting points in learning.

It is not yet outstanding because:

- The childminder has not fully considered how she can support the professional development of her assistant.

What the setting needs to do to improve further

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

- support the assistant further with their professional development, to help raise the quality of teaching even higher.

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 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 in the household.
- The inspector spoke to children.
- 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 very well organised, and has a wide range of information about her provision available for parents to view. This helps them to keep up to date with the care and learning their children receive. The childminder uses self-evaluation effectively to identify ongoing improvements. She gathers the views of children, parents and her co-childminder to help identify changes. Improvements to the garden have increased opportunities for children to extend their learning outdoors. The childminder extends her professional development by, for example, attending training courses and talking to other childminders to share good practice. This helps her to keep up to date with changes in childcare and to promote children's good progress. Safeguarding is effective. The childminder knows her responsibilities to keep children safe. She works well with other professionals and agencies to promote children's safety.

Quality of teaching, learning and assessment is good

Children arrive happily and are keen to learn. The childminder provides planned activities for children but also allows them time to explore and investigate on their own. Children learn skills in preparation for their move on to school. They play alongside others and learn to share and take turns. The childminder encourages children to explore different textures and to try new things. Children explore the textures of cereal, leaves and beans. The childminder encourages children to try different foods and is a good role model, eating the food first for children to copy. This helps to encourage children to try different foods, and to explore through their play.

Personal development, behaviour and welfare are good

Children have a good attachment with the childminder. They talk to her confidently about their needs and wishes. Older children play cooperatively in a group and extend their role-play ideas together. They demonstrate friendly behaviour and form good relationships. The childminder praises children's achievements. She gives them stickers and a 'high five', helping to raise their self-esteem. The childminder provides children with a healthy range of drinks and meals. Children help her to grow vegetables in the garden and learn about how food is grown. The childminder promotes children's independence. She asks children to put their shoes and coats on, and to wash their hands prior to eating. The childminder provides children with an exceptionally well-presented range of toys and resources, indoors and outdoors, to promote children's free choice and interests.

Outcomes for children are good

Children confidently explore the childminder's home and demonstrate a strong motivation to learn. They make good progress in their learning and development. Children learn about technology. They press buttons on toys and listen to the sound it makes. Younger children demonstrate an awareness of themselves as individuals. They look in a mirror and say 'hello'. Children are physically active in the garden and enjoy riding on tricycles.

Setting details

Unique reference number	EY364097
Local authority	Lincolnshire
Inspection number	1087286
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	3 June 2014
Telephone number	

The childminder registered in 2007 and lives in Scotter. The childminder holds an appropriate qualification at level 3. She works with an assistant and co-childminder. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. She provides occasional overnight care.

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