

# Childminder Report

**Inspection date**

16 October 2017

Previous inspection date

3 June 2014

<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 works well in partnership with parents. He gathers information about children's abilities on entry and shares information about their levels of learning. He talks to parents daily and provides them with opportunities to discuss their child's progress more in depth.
- The childminder evaluates his practice and seeks the views of parents and children to help identify and implement change. Improvements to the garden have increased learning opportunities for children outdoors, particularly for those who prefer to learn outside.
- The childminder is keen to extend his professional development and has attended training to help secure his understanding of child protection. This helps him to work with other professionals and agencies to keep children safe from harm.
- Children form strong emotional attachments with the childminder. Babies openly go to him for a cuddle.
- The childminder helps children to extend their communication and language. He spends time listening to children and modelling language. Children demonstrate that they feel valued and appreciated and make good progress in their speaking skills.

**It is not yet outstanding because:**

- The childminder occasionally does not fully consider the needs of babies and young children during some activities to support and challenge their learning even more effectively.

## What the setting needs to do to improve further

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

- Consider more effectively how to include the best possible learning opportunities within activities for babies and young children.

### 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 the written feedback provided.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures the safety of children when using transport. He helps children learn how to keep themselves safe, such as providing helmets to wear when riding tricycles. Children demonstrate that they feel safe and secure. The childminder knows the signs of abuse and how to report concerns regarding children's welfare and safety. He provides parents with information to help support their child's learning at home. He offers them 'learning boxes' that include a range of activities. Parents say that their children are always excited to go to the childminder's home. The childminder works very well with his co-childminder. They share information about children's learning to promote good outcomes. He occasionally works with an assistant to maintain good-quality teaching. This supports consistency in children's learning.

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

The childminder gets to know children well when they first attend. Settling-in sessions are effective in helping the childminder to establish children's levels of learning and what they need to learn next. Through effective observations and assessments, he is able to plan activities to support children's interests. The childminder helps younger children and babies to explore through their senses. He provides them with different textured objects to bang and investigate with their mouth. The childminder talks to older children about the items they play with and helps them to recall past events in their lives.

### Personal development, behaviour and welfare are good

The childminder provides children with a superb range of toys and resources indoors and outdoors to extend their learning. He provides opportunities for children to learn about their local community. Children are physically active and go for walks in woodland to re-enact favourite stories. The childminder talks to them about road safety and stranger danger, helping children to learn about how to keep themselves safe. Children enjoy the responsibility of completing tasks. For instance, when the childminder asks them to help tidy. This helps children to learn to care for their environment. Older children are confident to talk to other children and the childminder when they play alongside them. The childminder reminds children to share and take turns and to use good manners. This reinforces positive behaviour.

### Outcomes for children are good

Children make good progress from their starting points in learning. They are motivated and enjoy playing on their own and with others. They learn key skills in readiness for their move on to school. Older children demonstrate their independence when they select resources and wash their hands prior to eating. They demonstrate good listening skills and follow simple instructions. Children talk confidently about the toys they play with and identify different-sized wheels on toy cars, showing their awareness of shape and measure.

## Setting details

<b>Unique reference number</b>	EY391948
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1102181
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Scotter. He operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and occasionally with an assistant. He provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3. He provides occasional overnight care.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

