

# Childminder Report

**Inspection date**

30 October 2017

Previous inspection date

5 March 2013

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nurturing childminder provides a welcoming and homely environment. Children develop very close bonds with the childminder and her assistants. The childminder gets to know children extremely well. Children show an exceptionally strong sense of belonging. They are familiar with routines and demonstrate that they feel secure.
- Children settle quickly and are confident to play and explore. They are able to make independent choices in the well-resourced play areas, indoors and outdoors.
- Children's behaviour is exemplary. The childminder and her assistants set a very good example, for instance, they demonstrate a consistently gentle and respectful approach towards children. They offer frequent praise and encouragement.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's care and learning. They work well together to support children's learning at home and in the setting. Parents value the provision highly.
- The childminder plans a wide variety of stimulating activities and experiences based on children's assessments and individual interests. She follows children's interests and extends activities to challenge them appropriately. The quality of teaching is good and sometimes outstanding. All children make good progress.

### It is not yet outstanding because:

- Occasionally, the use of questions is not maximised to fully encourage children to take their time to think and answer.
- The childminder is yet to fully embed and review new planning systems to further enhance children's learning.

## What the setting needs to do to improve further

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

- enhance opportunities for children to take their time in responding to questions to help support the development of their thinking and language skills
- embed and evaluate new systems to inform further planning for children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact of this on children's learning.
- The inspector spoke to the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at documentation, including evidence of the suitability of adults living and working at the premises.
- The inspector took into account the views of parents, provided in written feedback.

### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder recognises the possible signs of abuse. She knows who to contact should she have any cause for concern about the welfare of a child. The childminder continuously refreshes her skills and knowledge. She works closely with other childminders to share ideas and suggestions. The childminder encourages assistants to attend regular training as part of their ongoing professional development. This helps her to extend learning experiences and opportunities for children. The well-qualified childminder has a good understanding of child development. She reflects thoughtfully on her practice and identifies where improvements can be made. For example, the childminder has recently introduced systems that help her to review the progress of different groups of children and address any gaps in their learning swiftly. She has established strong partnerships with other local early years settings and schools.

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

The childminder and her assistants plan exciting activities to provide challenging learning experiences. Children have plenty of opportunities to learn about the world around them. For example, they delight in hunting for bugs in the garden. Children practise their mathematical skills as they count the creatures they have collected. They explore and investigate a wide range of resources, using all of their senses. For example, children pull model insects out of a tray full of jelly and then compare the plastic models with photographs in a book. This helps to support the good development of their early literacy skills. Adults provide an ongoing commentary for children's play and introduce new words, such as 'gooey' to help extend their vocabulary and follow their interests.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistants give clear and consistent reminders of their high expectations. Children play together extremely cooperatively and are wonderfully kind and helpful towards each other. Healthy lifestyles are very effectively promoted. The childminder provides children with a wide selection of nutritious home-cooked meals and healthy snack options. Children are actively involved in growing vegetables, such as runner beans, which they later eat as part of their meal. There are a wealth of opportunities for children to enjoy fresh air and exercise in the garden and on outings to parks and farms. They happily run, jump, climb and balance in the well-equipped garden and local playgrounds. Children learn to socialise extremely well, as they attend playgroups and visit the wider community, such as shops and dental surgeries. They are learning about the similarities and differences between themselves and others.

### Outcomes for children are good

All children gain the basic skills needed for the next stage of their learning and their eventual move to school. They are motivated, enthusiastic and show curiosity about the world around them. Children are happy, confident and are becoming independent. They share resources and take turns very well. Children have fun as they learn.

## Setting details

<b>Unique reference number</b>	EY451112
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	1066156
<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>	1 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2013
<b>Telephone number</b>	

The childminder registered in 2012. She works with four assistants, up to two of whom are present at any one time. The childminder holds early years professional status. Of her four assistants, three hold an appropriate qualification at level two or above. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-olds.

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