

Childminder Report

Inspection date

9 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and her assistant are respectful and tolerant towards children. Children are given choices and their self-esteem is promoted well. They feel valued and learn they are important people with ideas and opinions that matter.
- The childminder provides a well-organised and homely environment that motivates children to learn and take part in activities. They benefit from a range of good-quality resources that enthuse and excite them to explore and investigate.
- Children are very busy and enjoy their time with the childminder. They laugh and play cooperatively together. Children play with purpose and concentration. They enjoy sensory play immensely and describe how cocoa powder and flour feels between their toes and fingers. They squeal and cheer when they are excited and approach each learning experience with enthusiasm.
- The childminder effectively monitors children's progress and acts swiftly to close any gaps in their learning. She works in partnership with parents and other early years professionals to support consistency between settings.

It is not yet outstanding because:

- The childminder sometimes asks children to leave activities to join in planned activities. She does not always identify when to stand back and provide children with more time to explore and test ideas through self-discovery.
- The childminder does not always gather specific information from parents about their children's skills and abilities when they first attend the setting. This means that initial assessments sometimes lack depth and precision.

What the setting needs to do to improve further

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

- provide children with more time to explore and investigate their own ideas to fully extend their learning and support them to make the best possible progress
- gather more specific information from parents about their children's skills and abilities when they first attend and use this information to make more detailed and precise initial assessments.

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 with the childminder. She interacted with children at appropriate times throughout the inspection.
- The inspector checked evidence of the childminder's qualifications and evidence of suitability of all adult members living and working in the household. She spoke to the childminder's assistant about her training, supervision and safeguarding knowledge.
- The inspector took account of the views of parents from written testimonials provided.
- The inspector viewed a selection of documentation, including children's individual learning files and a sample of policies and procedures.

Inspector

Karen Tyas

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified childminder's passion and commitment to her role as an educator is evident. She is a highly reflective practitioner and understands the benefits of continued professional development. The childminder completes all mandatory training and regularly updates her knowledge through additional training courses. This means that children benefit from knowledge that is current and up to date. She uses efficient systems to monitor and supervise her assistant's practice. The childminder and her assistant maintain paediatric first-aid certificates. The arrangements for safeguarding are effective. The childminder has a secure understanding of how to keep children safe. She identifies and minimises any potential risks to children. She understands the procedure she must follow should she have any child protection concerns. The childminder exchanges pertinent information with parents about their children's learning. Parents comment that they are happy with the childminder's service and thankful for her support.

Quality of teaching, learning and assessment is good

All children make consistently good progress. The childminder uses information from observations and assessments to plan interesting activities that prepare children for their next steps in learning. Children take part in circle time where they discuss the weather and day ahead. They show each other marks and patterns they draw on a giant chalkboard. Children learn about textures, smells and colours. They have opportunities to explore treasure baskets filled with natural resources. Young children enjoy playing with miniature toy animals and electronic toys. They press a seashell to their ears and listen for the sound of the sea. The childminder is a positive role model. She teaches children to take turns, share and play cooperatively.

Personal development, behaviour and welfare are good

Children have daily opportunities to enjoy the childminder's stimulating and well-thought-out garden. Children practise physical skills as they use the construction area, ride-on toys and purpose-built mud kitchen. They develop awareness of the natural world and healthy foods. Children grow tomatoes and choose from nutritious foods, such as fruit at snack time. They are confident communicators and easily express their needs and wants. Children talk about their families and the people they love. They are encouraged to have a sense of belonging in the childminder's home. The childminder provides designated places for children to hang their coats and displays their work on walls.

Outcomes for children are good

Children develop the skills and attitudes they need when the time comes to start school. They follow routines and respect the childminder's rules and boundaries. Children understand what is expected of them and their behaviour is good. Children explore early literacy skills. They learn to make marks using a wooden stick in sensory materials, such as cocoa powder and glitter. They enjoy looking at books. Children learn about weight and quantity. They talk about how heavy things are and count during everyday activities.

Setting details

Unique reference number	EY494091
Local authority	Lincolnshire
Inspection number	1031334
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Lincoln. She operates all year round from 7.30am to 6pm, Monday to Friday except, bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant and receives funding to provide free early education for two-year-old children.

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