

# Childminder Report

**Inspection date**

6 December 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 keeps parents well informed about their child's learning and development. She provides them with a daily diary showing children's care routines and shares information about how she plans to support their next steps in learning.
- The childminder identifies her strengths and makes improvements to her practice that have positive impacts on children's learning and development. Recent changes to the way she gathers information from parents when children first start has helped her to plan for children's learning right from the beginning of their placement.
- The childminder takes children to toddler groups to encourage them to socialise and make relationships with others. Children mix with others of a similar age who they will move on to school with. This helps them settle well when they start school.
- Children are confident and keen to learn. They thoroughly enjoy the activities the childminder provides for them. Children make good progress in their learning.
- The childminder has rules and boundaries in her home and promotes these through daily routines, such as sharing and taking turns and sitting at the table to eat. Children behave well.

### It is not yet outstanding because:

- Although the childminder keeps up to date with all mandatory training, she does not focus her professional development on raising the standards of teaching even further.
- The childminder does not make the most of opportunities to work closely with other early years settings involved with children, to ensure greater continuity in their learning.

## What the setting needs to do to improve further

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

- focus professional development more sharply on raising the quality of teaching to a higher level
- develop better links with other settings that children attend, to ensure a fully shared approach to children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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

Safeguarding is effective. The childminder knows the signs of abuse and understands where to report concerns regarding children in her care. She talks to children about road safety, such as not to walk too closely to the kerb when walking on the pavement. This helps children to keep themselves safe. The childminder supervises children well and is always within sight and hearing of them. The childminder shares a written report showing their child's progress between the ages of two and three years, with parents and health professionals.

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

The childminder makes continuous and accurate assessments of children's learning and development. She uses the information gained from observations to identify children's next steps in learning. The childminder plans play and learning experiences based on children's individual needs and interests. She plays games with children and models play for children to copy, such as naming the colour of objects in a game. She helps children to develop their literacy skills, such as by encouraging them to recognise letters in words. The childminder provides opportunities through imaginary play for children to learn about how people help them. For instance, children put a train track together and pretend to be train drivers. The childminder talks to them about where they would like to go, encouraging children to talk about their experiences.

### Personal development, behaviour and welfare are good

Children develop good self-esteem. They form close attachments with the childminder, who consistently reassures them and praises their achievements. Therefore, children are confident to make choices, ask for help and ask questions. The childminder is a good role model who is calm and attentive. She promotes children's independence and their confidence effectively. For example, she encourages children to choose activities and decide what they want to eat at snack time. Children enjoy daily fresh air and exercise. The childminder takes children for walks in the natural environment where they collect conkers and walk through the leaves. Children help the childminder to collect eggs and to feed chickens in her garden. This helps them to learn how to care for living things.

### Outcomes for children are good

Children are keen learners who are ready for the next stage in their learning. They make good progress from their starting points. Children learn to solve problems, such as helping the childminder to put pieces of a dinosaur puzzle together. They talk confidently about their knowledge of dinosaurs, saying that they are scary and that they roar. Children use construction pieces to build models and say that they are making a 'transformer called bumblebee'. This demonstrates children's ability to learn through their imagination. Children show that they are emotionally secure. They demonstrate good literacy skills and recall favourite fairy stories.

## Setting details

<b>Unique reference number</b>	EY495432
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1032655
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Sleaford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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