

# Childminder Report

**Inspection date**

4 January 2018

Previous inspection date

16 September 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 evaluates her provision well. She gathers the views of parents and implements changes to improve outcomes for children. For example, recent changes to the food she offers children, such as a good range of cooked meals, help to promote healthy eating.
- The childminder and her assistants promote children's safety and welfare. They teach children about road safety when walking in the street and encourage them to look to see if cars are coming before they cross the road. The childminder provides children with high-visibility jackets to wear so they can be easily seen.
- Children show a genuine affection for the childminder and her assistants, and go to them for comfort and support. They demonstrate that they feel safe and emotionally secure.
- The childminder helps children to develop their understanding of their local community and different people's occupations. For example, she takes them to the local church to decorate a Christmas tree and to sing songs.
- Parents comment positively about the childminder and her assistants. They say that they provide their children with a perfect blend of education, enjoyable activities and care.

**It is not yet outstanding because:**

- The childminder does not always give parents information about how they can effectively contribute to and be involved in their child's learning at home.
- The childminder and her assistants' professional development programme is not targeted sharply enough on raising the standard of teaching to an exceptional level.

## What the setting needs to do to improve further

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

- strengthen ways in which parents can actively contribute to and extend their child's learning at home
- focus professional development more sharply on raising the quality of teaching to a higher level.

### 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 evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and one of her assistants. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- 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 shares her policies and procedures with parents and her assistants. She knows the signs and symptoms of abuse and how to report concerns regarding children's safety and welfare. She has measures in place to ensure that children leave her care with an appropriate adult. The childminder works well in partnership with schools that children move on to. She shares information with them about children's learning to support consistency. She supports her assistants' practice by working alongside them and sharing information about children's learning. The childminder talks to parents daily when they collect their children and offers meetings to discuss their child's levels of learning.

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

The childminder and her assistants observe and monitor children's learning to identify what they need to learn next. Children make good progress and learn key skills in readiness for their move on to school. The childminder's assistant maintains children's attention well when she reads them a story and builds on their listening skills. She gives them photographs of images in the book so they can follow the story. The assistant is skilled at allowing children to finish sentences as she reads, helping younger children to develop their confidence and speaking skills. Children develop good problem-solving and thinking skills. The childminder and her assistant ask children to compare the weight of different objects. They provide children with weighing scales to investigate which is the heaviest. This encourages children to extend their understanding of heavy and light.

### Personal development, behaviour and welfare are good

Children behave well. The childminder and her assistants give children lots of praise and remind them to use good manners. The childminder gets to know children well from the start of their placement. She knows their individual needs and preferences when they arrive in the morning and helps them to settle quickly. The childminder finds out about children's interests at home and talks to children about these in her setting. For example, children take home 'Bertie', the toy bear. Parents provide photographs and information about what adventures the bear has been on with their child. The childminder provides opportunities for children to learn about diversity and caring for others. She takes them to the local care home to sing songs and give the elderly residents Christmas decorations. The childminder helps children to understand why some elderly people cannot walk.

### Outcomes for children are good

All children make good progress from their starting points in learning. They are keen and motivated to learn. Children freely access resources in the childminder's play room to support their interests. This gives them choices and promotes their independence. Children demonstrate their social skills when they work together to hold a piece of material. The childminder places balls on the material and children show their physical skills as they move the material up and down. Children scream with excitement when the balls fly into the air and land on the floor.

## Setting details

<b>Unique reference number</b>	EY221032
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1103957
<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 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 September 2014
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Market Rasen, Lincolnshire. She works with assistants and holds an appropriate childcare qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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