

Childminder Report

Inspection date

22 February 2017

Previous inspection date

8 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 makes good use of professional development opportunities. She attends training courses, researching activities in childcare publications and sharing good practice with her assistant and other childminders. This helps her to support children to make good progress in their learning.
- The childminder uses effective observations and monitoring of children's progress to help her identify what children need to learn next. She shares this with parents and provides them with ideas about how they can continue to support their child's good progress at home.
- The childminder plans varied and interesting experiences that stimulate children's learning. Children are confident and keen to share their experiences with other children.
- The childminder encourages children to be independent and they know to wash their hands prior to eating. Children relish assisting the childminder and help her to carry food to the table for snack. They spread butter on their crackers competently.
- The childminder forms close attachments with children and promotes their emotional well-being. Children cuddle into her for reassurance and comfort if they are upset.

It is not yet outstanding because:

- The childminder does not consistently build as much as possible on children's eagerness to learn when they choose activities they want to play with. As a result, although children make good progress, they do not make rapid progress in their learning.
- The childminder has not yet explored further ways to develop her partnership with other settings that children attend to share a wider range of information about 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:

- make better use of children's self-chosen activities to challenge them further to help children more swiftly make rapid progress in their learning
- develop partnerships with other settings children attend to share a wider range of information to support their learning further.

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 evaluation of an activity with the childminder.
- The inspector held a number of 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 during the inspection.
- 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

The childminder has good relationships with parents and talks to them daily about their children's care and learning. Parents comment positively about the childminder. They say that she provides a safe and welcoming environment for children. The arrangements for safeguarding are effective. The childminder is aware of her responsibilities to keep children safe. Her home is secure and she identifies and removes any hazards. She helps children to develop their knowledge about how to keep themselves safe when walking in the street. She talks to them about road safety and ensures they wear reflective bands so they can be seen in the dark. The childminder monitors her assistants' practice by working alongside them and providing support and guidance to maintain good quality teaching. She evaluates the service she provides for children and makes improvements to increase the experiences they receive.

Quality of teaching, learning and assessment is good

Children are confident to talk to the childminder about their needs and wishes. The childminder is patient and gives children her full attention when listening to their views. This helps to raise children's self-esteem and confidence. The childminder weaves mathematical language into children's play. She asks them if they recognise numbers on puzzles. Children develop problem-solving skills and negotiate different ways of turning puzzles pieces around to make them fit together. The childminder encourages children to keep trying and to persevere. The childminder provides children with activities to develop their hand-to-eye coordination. Children use spoons to transport rice and pasta into tubes to make musical instruments.

Personal development, behaviour and welfare are good

The childminder helps children to understand about a healthy lifestyle. She provides them with a range of healthy snacks. Children help the childminder to plant vegetables in her garden. The childminder helps children to develop their understanding of their local community. She takes children to shops to buy groceries and to the local field to play ball games. This helps to develop their physical skills. The childminder displays resources and images that reflect diversity and other's cultures. Children listen to different music from around the world. This helps children to develop an understanding of the wider world. Children behave well and are very good at helping to care for the environment. The childminder asks them to help tidy away resources and children are very excited and keen to do this.

Outcomes for children are good

Children make good progress in their learning and development in readiness for their move on to school. Children press buttons on electronic toys and listen to the sounds they make. This helps them to learn about technology. Older children are confident and pretend to read stories to younger children. They turn the pages of the book and know that print carries meaning. Children develop good literacy skills.

Setting details

Unique reference number	208641
Local authority	Lincolnshire
Inspection number	1063688
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	8 January 2013
Telephone number	

The childminder was registered in 1998 and lives in Scotter. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant.

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