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|--------------------------|--------------|
| <b>Inspection date</b>   | 5 March 2015 |
| Previous inspection date | 8 July 2010  |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|--------------|----------|
|                                                                                        | Previous inspection:    | Satisfactory | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good         | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good         | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good         | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |              |          |

## Summary of key findings for parents

### This provision is good

- Children enjoy the time they spend with the childminder. They explore the environment confidently and independently, choosing which toys they would like to play with. Children are comfortable in the childminder's care. They are confident to make requests of her which she obliges happily.
- The childminder works closely alongside her co-childminder. Together they make a good team because they communicate well and use their individual strengths effectively.
- Children make good progress in their learning and development. The childminder knows the children well and meets their individual needs to a good standard. Children are prepared well both academically and emotionally for when they move on to pre-school and school.
- Children's self-esteem is boosted by the childminder who praises them regularly for their achievements. Their behaviour is very good and this is as a direct result of the childminder's influence on them.
- The childminder has made progress since her last inspection. She effectively reflects on her practice to identify areas for improvement.

### It is not yet outstanding because:

- The childminder does not use all available opportunities to monitor the quality of her teaching practice.
- The childminder has not yet fully implemented a targeted programme of professional development. This means that children do not make the best possible progress 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:

- strengthen the monitoring of teaching practice, for example, by introducing peer on peer observations with the co-childminder so evaluations of practice are more sharply focused on supporting children to achieve to a higher level
- implement a more targeted programme of professional development, ensuring it is focused on developing practice to an outstanding level to enable children to exceed the levels of development typical for their age.

### Inspection activities

- The inspector observed activities in the childminder's kitchen/dining room, conservatory and in the garden.
- The inspector held discussions with the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at a range of records including children's details, learning information, written policies and a selection of other documents.
- The inspector checked evidence of all household members suitability and the qualifications of the childminder.

### Inspector

Clare Johnson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder uses effective teaching strategies to engage with children's learning. She gets down on the floor with them and joins in with their play. She asks children questions, which support their critical thinking and problem solving skills. For example, the childminder and children enjoy building towers together with wooden blocks. They build the tower up and the childminder asks 'If you add more blocks what will happen?' Children think about this and respond that the tower may fall down. The childminder praises their idea and they carry on adding blocks to make the tower higher and test out their theory. The childminder respects individual children's choices when they do not wish to join in with the game. She allows them the freedom to choose what they would like to do and direct their own learning. The childminder assesses children's development on a regular basis and this ensures children make good progress. She has not yet conducted the progress check for children between the ages of two and three years but demonstrates the ability to do so when the time comes.

### **The contribution of the early years provision to the well-being of children is good**

Children are cared for well by the childminder. They benefit from spending time in a clean, safe and secure home. The childminder promotes good hygiene practices as children wash their hands before eating. They are beginning to understand that this is to protect them from germs. Children have plenty of opportunities for fresh air and exercise when they play outside in the childminder's garden. They also get out and about in the local area, on walks and to the park. This fosters their physical development and promotes a healthy lifestyle. Children enjoy the healthy snack of assorted fruits that the childminder provides. Parents are encouraged to provide healthy options in children's packed lunches. The childminder works in partnership with parents. They share information verbally on a daily basis to ensure children receive care appropriate to their individual needs.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has completed mandatory training in safeguarding and first-aid which ensures she can act appropriately to protect children. The childminder has also completed various on-line training courses and keeps up-to-date with changes in the childcare sector through reading useful publications. She completes the required training which enables her to provide a good standard of care and learning. However, she has not yet fully implemented a targeted programme of continuous professional development to constantly improve her practice to a higher level. The childminder works closely with her co-childminder. Daily discussions between them ensures the childminder reflects on most aspects of her practice. However, there is room to extend this further, for example, by introducing peer on peer observations with the co-childminder to improve the quality of teaching to a higher level.

## Setting details

|                                    |              |
|------------------------------------|--------------|
| <b>Unique reference number</b>     | 208847       |
| <b>Local authority</b>             | Lincolnshire |
| <b>Inspection number</b>           | 876295       |
| <b>Type of provision</b>           | Childminder  |
| <b>Registration category</b>       | Childminder  |
| <b>Age range of children</b>       | 0 - 17       |
| <b>Total number of places</b>      | 6            |
| <b>Number of children on roll</b>  | 6            |
| <b>Name of provider</b>            |              |
| <b>Date of previous inspection</b> | 8 July 2010  |
| <b>Telephone number</b>            |              |

The childminder was registered in 1999 and lives in Louth, Lincolnshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder co-childminds with her daughter.

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