

Childminder Report

Inspection date

9 October 2015

Previous inspection date

3 March 2011

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

- Teaching is good. The well-experienced childminder has a good understanding of how children learn and develop. Children actively explore their surroundings and the wide range of easily accessible toys and equipment.
- The childminder supports children's communication and speaking skills well throughout all activities.
- The childminder is very caring and sensitive to children's emotional well-being. Children who prefer to play alone are supported well in gaining the skills needed to engage in cooperative play with other children. Younger children show an awareness of other children's needs and form positive relationships with them.
- There are successful working partnerships with parents. Children benefit from consistency in both their care and learning. Parents speak highly of the childminder and comment positively about the care and learning their children receive.
- Children demonstrate that they feel happy and secure in the warm and nurturing environment the childminder provides.
- The childminder continues to improve her childcare knowledge and teaching skills through completing online training courses and sharing good practice with other childminders.

It is not yet outstanding because:

- The childminder does not focus her planning as precisely as possible on building on what children already know and can do.
- The childminder does not share enough information about children's learning with other settings they attend. This means that neither setting is able to fully complement the learning that takes place elsewhere.

What the setting needs to do to improve further

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

- plan activities that build even more precisely on what children already know and can do and increase the potential for children to make rapid progress in their learning and development
- share more information about children's learning with other settings that they attend.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at assessments of children's progress.
- The inspector spoke with the childminder and interacted with the children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all household members. She looked at a sample of the childminder's policies and procedures and discussed the childminder's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of the inspection and read parents' written testimonials.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the categories of abuse and the signs and symptoms children may present. She is aware of the correct procedures to follow should she have concerns about a child's welfare. Successful partnerships with the local primary school help to provide older children with consistency in their care and learning. However, relationships with settings that younger children attend are not yet fully established. Not enough information is shared to enable each provider to complement the learning that takes place in the other's setting. A range of policies and procedures help the childminder to implement the safeguarding and welfare requirements well. Risk assessments are undertaken regularly. This helps to keep children safe. The childminder seeks the views of parents and children and uses these to help her make improvements.

Quality of teaching, learning and assessment is good

Parents are fully involved in their children's learning. They share information with the childminder about their children's achievements at home. This helps the childminder to plan appropriate activities that interest children and support their next steps in learning. The childminder shares children's learning journals with parents and regularly discusses the progress they make. An effective system of observing children's achievements is in place. However, the childminder does not always target her planning as precisely as possible, in order to support children to make rapid progress in their learning. Children show an interest in shapes as they construct a tower from building blocks. Toddlers hold crayons correctly and use them to create their own pieces of artwork. Their early writing skills are developing well. The childminder introduces young children to new words and sounds. They babble away and frequently imitate the new sounds and words they hear. Younger children demonstrate good problem-solving skills. For example, they work out how to get play dough out of the cling film it is wrapped in. Children manipulate the dough with their hands and talk about what it smells like. Their creativity is encouraged and they develop their senses of touch and smell. The childminder supports children's number recognition well. For example, she helps them count their grapes into a bowl.

Personal development, behaviour and welfare are good

Children enjoy daily trips to the park. They develop good physical skills and are provided with opportunities to learn to manage small risks and experience challenges that are relevant to their ages. Children are well mannered, polite and are keen to help the childminder with small tasks, such as tidying toys away. Children settle quickly into the childminder's care and form warm attachments to her. Children are developing a good understanding of how other people feel. For example, they show signs of empathy as they notice the childminder has hurt her finger. Children learn about the differences and similarities of people in their wider community.

Outcomes for children are good

All children make good progress in relation to their starting points. They become absorbed in the play opportunities and experiences the childminder provides. Children are developing the key skills required for the next stages of their learning, such as school.

Setting details

Unique reference number	209022
Local authority	Lincolnshire
Inspection number	864157
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 13
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder was registered in 1993 and lives in the village of Waddington, Lincolnshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

