

Childminder Report

Inspection date

10 June 2015

Previous inspection date

8 October 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The exceptionally warm, welcoming and child-centred environment is filled with high-quality resources, both inside and outside. This provides the children with a solid foundation from which to develop and learn as they acquire the necessary skills to be ready for school.
- Children are motivated and keen to learn in this stimulating and inclusive setting. They show good levels of curiosity and imagination, and demonstrate very positive relationships with their peers and the adults who care for them.
- The quality of teaching is good. The childminder has a secure understanding of the children's learning needs and she continuously enhances their development through interesting activities. Their development is well monitored and individual learning needs accurately identified and planned for.
- Partnerships with parents are good. Parents contribute to children's starting points so that the childminder is aware of their immediate learning needs. They are able to access daily information about their child's progress online and share their own learning opportunities from home in this way.
- The childminder is passionate about the service she provides and is dedicated to the continual improvement of her practice, to ensure children in her care achieve their full potential. She actively uses a variety of learning tools, such as the internet to develop her practice and strive for excellence in all areas.

It is not yet outstanding because:

- Partnerships with other providers children attend are not yet embedded to fully support children's care and education.

What the setting needs to do to improve further

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

- extend partnership working with other providers to fully support children's learning, for example, by gathering and sharing more precise details about their progress and individual learning needs.

Inspection activities

- The inspector observed activities in the childminder's playrooms and outdoor area.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability of the childminder and other adults living and working in her home.
- The inspector reviewed children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents from written documentation.

Inspector

Carly Mooney

Inspection findings

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

Children are motivated and keen to learn, due to the very stimulating play environment and warm interactions from the qualified childminder. They independently explore the very good range of toys and resources available, and make their own choices in their play. The childminder communicates with children as they play. She asks appropriate questions and introduces new words, such as squish, to extend their vocabulary. Children show awe and excitement in their play. They carefully pour water down tubes and watch to see which end the water will appear from. Children participate in a number of activities that promote their sensory play and imagination. For example, they make cups of tea and bake cakes in the mud kitchen, excited by the real running water that they can access from the tap. Assessment of children's learning is accurate. They achieve the expected levels of development for their age and in some cases exceed this. Partnerships with other providers are not always consistently established so that a more collaborative approach to children's care and learning is achieved.

The contribution of the early years provision to the well-being of children is outstanding

Children's emotional development is continually promoted as they develop exceptionally secure, trusting relationships with the childminder and other adults in the setting. The childminder has developed a deep appreciation for children's backgrounds, strengths and interests, which enables her to support and promote children's well-being to a very high standard. Children behave exceptionally well with their peers. They flourish as they become independent and learn useful social skills, such as, kindness, consideration and how to share and take turns. This helps to prepare them emotionally for their next stage of learning, such as starting school. Outdoor play opportunities are an extremely important part of the daily routine. Children have ample space to run freely and develop a very good range of physical skills on challenging apparatus, such as balancing beams. The childminder teaches children about healthy foods and promotes a balanced diet through the meals she provides.

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

The childminder works alongside another registered childminder and assistants. Together they make a dedicated team, who work effectively to ensure children make good progress in their learning. The childminder is a good role model and assistants are supported in their practice. The childminder evaluates her services. She attends training courses and implements the knowledge she has learned to further enhance children's learning and play opportunities in the setting. Parents feedback their thoughts about the care provided for their children. They are very positive and feel that their views and wishes are always respected. Children are safeguarded because the childminder maintains close supervision during their play. She understands the importance of following the correct procedures in the event of child protection concerns. Necessary suitability checks on adults who either live on the premises or work with the children are completed.

Setting details

Unique reference number	209213
Local authority	Lincolnshire
Inspection number	865603
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	24
Name of provider	
Date of previous inspection	8 October 2008
Telephone number	

The childminder was registered in 1999 and lives in Gedney Drove End, Lincolnshire. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a suitable childcare qualification at level 3. She works alongside another registered childminder and assistants. The childminder provides funded early education for two-, three and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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