

Childminder Report

Inspection date

13 June 2016

Previous inspection date

3 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since her last inspection, the childminder has made significant improvements. She has actively sourced support from the local authority in helping her to develop her service. This has helped her to reflect on practice and teaching skills, and to address areas of weakness so that outcomes for children improve.
- Teaching is good overall. Observations and assessments are completed regularly and children's progress is accurately tracked. The childminder ensures the activities she provides follow children's individual interests and offer suitable challenge. This helps children to engage and remain motivated in their play.
- The childminder and her assistants support children effectively to develop language and communication skills. They join in with children's play naturally, improving their pronunciation and adding new words to their vocabulary. Children willingly try out new words, such as excavator, as they look at pictures of vehicles.
- The childminder and her assistants form good relationships with children and are fully responsive to their individual needs. This helps to nurture children's emotional well-being so that they are happy and settled in their care.
- The childminder works well with parents. She provides them with summaries of their children's achievements and encourages parents to share information about children's learning at home. This promotes continuity of care and learning between the childminder and home.

It is not yet outstanding because:

- Although the childminder has made good progress in improving teaching practice, professional development has not been sufficiently well focused to help all those working with children consistently achieve excellent standards of teaching.

What the setting needs to do to improve further

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

- focus professional development on increasing the potential for raising the quality of teaching and children's learning to an outstanding level.

Inspection activities

- The inspector viewed all areas of the home used by the children.
- 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 observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and all those living or working on the premises.
- The inspector took account of the views of parents expressed in written testimonials.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistants have a good understanding of their role in keeping children safe from harm. They know the action to take if they are concerned about a child's welfare. Since the last inspection, the childminder has developed very effective systems for the supervision and support of her assistants. They work closely together to build on their knowledge of individual children's needs. They have weekly meetings to discuss children's progress or other issues, such as changes to current legislation. The childminder seeks the opinions of parents and children to help her outline ways in which to improve her setting. Parents comment that they are very happy with the care and learning their children receive.

Quality of teaching, learning and assessment is good

The childminder adapts activities to suit the varying ages and needs of the children, encouraging them to play alongside each other. Children are developing their social skills and forming good friendships with their peers. Babies show an early interest in books. They are encouraged to turn the pages and touch the sensory sections of the book. Children's early mathematical skills are developing. Counting is woven into children's play and they also talk about the different sizes of objects. Parents are encouraged to regularly share detailed information about what children have been doing with other providers. The childminder uses this information well to help her maintain continuity in children's care and education.

Personal development, behaviour and welfare are good

The childminder's home is warm and inviting. The good settling-in procedure means that children have plenty of time to become familiar with her and the environment before they start. The childminder collects good quality information from parents when children first start and this helps to meet their care needs effectively. She takes account of what children can already do and involves parents in making initial assessments of the starting points for children's learning. Children have good opportunities to be physically active, visiting local places of interest and spending time in the childminder's garden. Children are well supported to learn about healthy lifestyles. They are encouraged to follow good hygiene procedures. The childminder is a good role model to children. She always uses good manners when speaking to the children, thanks them appropriately, and in return the children have good manners and behave well.

Outcomes for children are good

Children are working comfortably within the typical range of development for their age. Babies use their senses to explore a variety of different objects that they find in a basket. Children develop good coordination skills as they carefully pick up coloured bears with tweezers and drop them into a coordinated coloured bowl. Older children are developing good levels of independence. They are beginning to attend to their own care needs. All children are making good progress and are developing the key skills needed for their future learning, including school.

Setting details

Unique reference number	EY336925
Local authority	Lincolnshire
Inspection number	1051133
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	18
Number of children on roll	14
Name of registered person	
Date of previous inspection	3 July 2015
Telephone number	

The childminder was registered in 2006 and lives in Grantham, Lincolnshire. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3 and she works with two assistants.

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