

Childminder Report

Inspection date

16 September 2016

Previous inspection date

6 February 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

- The experienced and well-qualified childminder consistently provides good quality teaching. She plans purposeful play opportunities that match children's interests and help them to make the next steps in their learning.
- The childminder has high expectations of children and provides them with the challenges that promote their learning effectively. She has successfully addressed the actions and recommendations set at her last inspection in order to raise the overall quality of her provision.
- The childminder works well with parents to promote children's well-being and progress effectively. Parents speak highly of the childminder and value all aspects of her childcare, guidance and support.
- The childminder is very calm. She talks slowly and clearly to children and gives them time to respond to her questions. She uses successful teaching methods to support young children to behave well and understand what is expected of them.
- The childminder identifies and successfully minimises potential risks. She supports children's growing understanding of how to keep themselves and their friends safe effectively. Children are confident and motivated learners who are keen to explore and participate in activities.

It is not yet outstanding because:

- The childminder does not fully take into consideration the different ways in which children like to learn when planning activities, so that children are highly engaged and have the best possible chance to achieve at the highest level.
- The childminder's professional development programme is not targeted highly enough on raising the standard of her teaching to an exceptional level.

What the setting needs to do to improve further

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

- focus more precisely on the different ways in which children like to learn in order to increase the potential for each child to achieve at the highest possible level
- focus professional development more sharply on raising the quality of teaching to an higher level.

Inspection activities

- The inspector viewed all areas of the childminder's home used by children and observed the activities in which they took part.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector observed and evaluated a planned and a spontaneous activity with the childminder.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at a sample of the childminder's policies and procedures and discussed the childminder's improvement plans.
- The inspector took account of the views of a parent spoken to on the day of inspection and read parents' written testimonials, thank you cards and letters.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the procedures to follow should she have any concerns about a child's welfare. The childminder's assistant works on an occasional basis. She supervises her well to maintain good standards of teaching and ensure she has an awareness of her responsibilities to help keep children safe from harm. The childminder evaluates her practice well and identifies areas for self-improvement. She works effectively with the local pre-school where children also attend. A two-way flow of information with the staff helps the childminder to maintain continuity in children's learning and help children to feel emotionally secure.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about what children already know and can do when they start in her care. She uses this information to help plan activities that promote individual children's learning effectively. The childminder regularly and precisely assesses the progress children make. This helps her to quickly identify any gaps in their development and to plan further activities that challenge them. Young children watch and observe adults closely. For example, they play with the baby dolls, imitating how the childminder gently attends to children's care needs. The childminder promotes children's speech and language development effectively. Where children show signs of speech delay she works closely with parents and other professionals to help get the additional support they need to catch up.

Personal development, behaviour and welfare are good

Children are warmly welcomed into the childminder's home and quickly settle into her care. Toddlers show good levels of curiosity and listen intently to what the childminder says. For example, they show an interest in how and why the childminder warms the baby's milk bottle. The childminder promotes children's independence skills consistently during daily routines. She ensures they understand the importance of washing their hands thoroughly before eating and after toileting. She also encourages them to get out their own bowls, plates and drinking beakers. A range of experiences, such as attending music sessions, is used to help promote children's coordination in their movement. Additionally, these provide children with further opportunities to socialise and recognise the differences in other people and communities beyond their own.

Outcomes for children are good

Young children are developing very good language, social and physical skills. They persist in the challenge of learning colours and feel proud when they get it right. They recognise which colours are light and which are dark. Children hold writing implements confidently and demonstrate very good pencil control for their age. They like to talk about the marks they draw and identify which are the biggest and smallest animals. Children are well prepared for the next stage of their education.

Setting details

Unique reference number	EY345558
Local authority	Lincolnshire
Inspection number	1050582
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	6 February 2015
Telephone number	

The childminder was registered in 2007 and lives in Bassingham, Lincoln. 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 relevant open university qualification. She works with an assistant.

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