

Childminder Report

Inspection date

5 May 2015

Previous inspection date

28 July 2009

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		Good	2
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 childminder plans activities that interest children and motivate them to learn. For instance, they learn about the world when they nurture butterflies from a chrysalis. Children excitedly observe the caterpillar stage.
- Children form very strong emotional attachments to the childminder. They cry when she leaves the room and are instantly soothed with cuddles on her return.
- Children make very good progress in literacy skills. They recognise and name letters in their own name. In addition, they point out letters in the names of their families. As a result, children begin to learn important skills to support their readiness for school.
- Children demonstrate good levels of independence. They use the bathroom independently and put on their coats in preparation for going outdoors.
- The childminder safeguards children well. She knows the types of abuse and, therefore, identifies signs and symptoms of abuse. In addition, the childminder is confident of the procedure to follow if she has any concerns about a child in her care.
- The childminder provides good information for parents to support and extend their children's learning and development at home. For instance, the monthly newsletter tells parents the types of activities their children will be doing with the childminder. This gives them tips and ideas to try at home.

It is not yet outstanding because:

- The childminder does not always use every opportunity to enhance children's ability to develop their ideas and show what they are thinking and learning.
- Babies do not always engage in playing and exploring with everyday, recognisable resources.

What the setting needs to do to improve further

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

- increase the use of questions to develop children's ideas and thinking
- provide further opportunities for babies to explore and investigate by offering resources they recognise, such as material, boxes and household objects.

Inspection activities

- The inspector viewed all areas used by the children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents, expressed in written testimonials.
- The inspector looked at children's records and assessments, the childminder's self-evaluation document and a sample of policies and procedures.
- The inspector checked evidence of the suitability of the childminder and members of the household.

Inspector

Sharon Alleary

Inspection findings

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

The childminder knows the children well. She uses a computer system effectively to identify next steps in children's learning. In addition, she tracks children's progress over time, to ensure they make good progress in their learning. The childminder supports communication and language skills generally well. For instance, she encourages children to think for themselves by pretending she is puzzled about how to do something. However, when children say, 'I can't do it', she does not always support them to think how they might do it, before she shows them. The childminder takes children to the local park. This ensures they access fresh air and physical exercise on a daily basis. Children press the buttons on toys to take pictures and create sounds. This supports an early understanding of technology. Children use their imagination and creativity, with a selection of resources, to create a picture. They handle scissors effectively to cut out shapes and stick them with glue to the paper. Consequently, they develop their hand-to-eye coordination.

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

Behaviour management is good. The childminder supports children to have an understanding of rules and boundaries. For instance, during a minor dispute, children were encouraged to decide who had the toy first and to consider taking turns, having 'five minutes each'. Older children independently help themselves to a good range of resources. However, on occasions, babies are not stimulated to be curious in their play because opportunities to explore natural and recognisable objects are not maximised. Children remain hydrated throughout the day because they can help themselves to their individual water bottles. The childminder uses routine activities to teach children about keeping themselves safe. For instance, when using the scissors, she reiterates, 'Keep the points down'. In addition, children learn road safety when they accompany the childminder on the school run.

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

The childminder has a good knowledge and understanding of the safety and welfare requirements. She conducts a daily check to ensure that children play in a safe environment. The childminder regularly reflects on her practice and the service she provides. She asks the parents for their views and opinions through a questionnaire. The latest development plan includes a complete refurbishment of the childminder's outdoor space. The childminder has a childcare qualification at level 3. This is reflected in the good-quality teaching she demonstrates. In addition, the childminder attends a variety of courses that benefit the children. Parents comment positively about the service they receive from the childminder. For instance, they say, 'My children have come on in leaps and bounds.' The childminder shares information with other settings that the children attend. She speaks to the key person and discusses strategies for learning and development. This ensures there is continuity in children's learning.

Setting details

Unique reference number	EY389317
Local authority	Lincolnshire
Inspection number	873953
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	28 July 2009
Telephone number	

The childminder was registered in 2009 and lives in Coningsby, Lincolnshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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Piccadilly Gate
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