

Childminder Report

Inspection date

2 November 2017

Previous inspection date

16 June 2015

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

- Children demonstrate through their behaviour that they feel safe and secure during their time with the childminder. They are confident, self-assured explorers and investigate their surroundings with enthusiasm and purpose.
- The childminder motivates children to enjoy their learning and to join in with activities. She is animated and enthusiastic in her approach. The childminder demonstrates that children are valued through consistently kind and caring interactions with them.
- The childminder shares information about children's progress with parents on a regular basis. Parents have opportunities to comment on their children's learning in their individual learning records and benefit from daily discussions with the childminder.
- All children are making good progress in relation to their starting points and working comfortably within their expected range of development. They are happy, content and sociable. Children behave well and follow instructions. They tidy away toys and sit at the dinner table together at mealtimes.

It is not yet outstanding because:

- The childminder does not always gather specific information from parents about their children's existing skills and abilities when they first start attending the setting. As a result, initial assessments are not always detailed and precise.
- The childminder has not yet acted on plans identified through self-evaluation to extend her current knowledge of how children learn. This means that she has not yet enhanced her teaching practice to a highly effective level that helps children make the best possible progress in their learning.

What the setting needs to do to improve further

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

- gather more specific information from parents about what their children already know and can do when they first attend the setting to enhance initial assessments of their skills and abilities
- build on current knowledge and understanding of how children learn to help provide an enhanced learning environment with even more rich and engaging learning experiences that help children make the best possible progress.

Inspection activities

- The inspector observed children in their play, and discussed the impact of the childminder's teaching on children's learning and development.
- The inspector looked at a sample of documentation, including the childminder's policies and procedures. She checked current paediatric certificates held by the childminder and her assistants.
- The inspector checked evidence of the suitability of household members living and working at the setting.
- The inspector took account of the opinions of parents expressed in written testimonials.
- The inspector interacted with children at appropriate times during the inspection and conducted a joint observation with the childminder.

Inspector

Karen Tyas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands what action she must take should she have any concerns about a child's welfare. She ensures children are kept safe when they are in her care. She completes daily risk assessments and checks to help identify and minimise possible risks to children's safety. The childminder thinks about what she does and considers feedback from parents and her assistants when making plans for improvement. She understands the importance of working in partnership with other early years professionals to consistently support children's continued progress. The childminder closely supervises her assistants' practice. She completes all mandatory training and all staff hold a current paediatric first-aid certificate. Parents comment they are confident in the childminder's abilities and appreciate what she does for them and their children.

Quality of teaching, learning and assessment is good

The well-qualified childminder provides a range of resources that are appropriate for children's ages. Babies enjoy sensory experiences as they play with soft toys and wooden blocks. Children develop an awareness of cause and effect when they play with electronic and push-button toys. Children of all ages develop an appreciation for literacy through their love of books. They enjoy listening to the childminder read stories to them and young children practise turning the pages. The childminder supports children to develop their communication and language skills. She sings nursery songs and demonstrates how to say new words. Babies babble and the childminder responds by talking back to them. Children begin to develop an understanding of mathematics when they sing counting songs and count during activities.

Personal development, behaviour and welfare are good

Children benefit from regular outdoor play and physical activity. The childminder uses the playing field opposite her home, the local woods and park. In the summer months children enjoy a mini Olympics competition in the park where each child receives a medal from the childminder. Children run through leaves, collect conkers and use the play equipment, such as the obstacle course, swings and slides. The childminder offers children a choice of healthy snacks, such as fruit and they have unlimited access to drinks of water. The childminder supports children's self-esteem through praise, reassurance and gentle encouragement. Children clearly enjoy their time spent with the childminder.

Outcomes for children are good

Children learn the skills and attributes they need for the next steps in their learning. They benefit from opportunities that support developing skills for independence. Young children learn to put on coats and shoes. They make choices about their play and are encouraged by the childminder to express their feelings and emotions. Children are familiar with the school routine and young children enjoy collecting older children from the local school. This means that when the time comes for children to start full-time education they are accustomed to routines and what is expected of them.

Setting details

Unique reference number	EY441761
Local authority	Lincolnshire
Inspection number	1095284
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	18
Number of children on roll	5
Name of registered person	
Date of previous inspection	16 June 2015
Telephone number	

The childminder registered in 2012 and lives in Branston. She works all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years qualified teacher status and occasionally works with assistants. She receives funding to provide free early education for four-year-old children and provides overnight care.

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