

# Childminder Report

**Inspection date**

10 March 2017

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------|----------|
|                                                               | Previous inspection:    | Not applicable |          |
| 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 childminder has good relationships with parents. She shares information with them daily about their children's learning, through discussions and a diary. The childminder asks parents for children's 'wow' moments from home so she can celebrate these with children. This helps to raise children's self-esteem.
- The childminder regularly evaluates her practice. She gathers feedback from parents to help her to identify areas for improvement and makes changes to improve the experiences children receive. This helps them to make good progress in their learning.
- The childminder offers children a wide range of activities and resources, indoors and outdoors. She plans experiences for children based on their next steps in learning and their interests, helping to motivate them.
- Transitions, such as when children start attending the setting and when they move on to school, are managed well. This is because the childminder offers settling-in sessions for new children and talks to older children about their move on to school.
- Children form strong bonds with the childminder and her family. They cuddle up to her for story time and openly show affection. Children are emotionally secure.

**It is not yet outstanding because:**

- The childminder does not consistently give children enough time to put their own thoughts into words while talking with them and when asking them questions.
- Professional development is not focused sharply enough on broadening knowledge and skills, in order to raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- give children more time to put their thoughts into words, in order to extend their thinking skills
- enhance professional development so that it focuses more specifically on developing an expert knowledge of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of being vigilant to signs that children are being drawn into situations that may put them at significant risk. She knows the procedures to follow if she has any concerns. The childminder maintains a safe environment for children and is constantly vigilant to any hazards. She has secure arrangements in place with parents to ensure that only suitable people can collect children. The childminder teaches children what to do in an emergency. Children take part in fire evacuation procedures in the home. The childminder then presents them with a certificate which gives them a sense of achievement. The childminder shares information about children's learning with other early years settings they attend. This helps to provide a united approach to supporting children's development.

### Quality of teaching, learning and assessment is good

The childminder skillfully plays alongside children and helps them to extend their learning through play. She uses accurate observations and assessments to help her identify what children need to learn next. The childminder weaves mathematical language into daily routines. For example, she counts with children as they climb the stairs and asks them if they can recognise numbers in their environment. Younger children develop very good literacy skills. The childminder encourages them to turn the pages of a book as she reads a story. She asks them to write their name on their artwork and children begin to write recognisable letters. The childminder promotes children's language skills. She asks them to choose objects from a bag to represent a nursery rhyme. She sings songs with children and uses the object to help reinforce the words in the song. Parents comment very positively about the care and learning provided for their children.

### Personal development, behaviour and welfare are good

The childminder promotes children's physical development through a wide range of activities. Children enjoy being outdoors daily. The childminder takes them to the local park where they use large equipment. She provides a wildlife area in her garden where children balance on stepping stones. Children move freely around the childminder's home and demonstrate that they are confident and secure. The childminder promotes their independence and physical skills. She encourages children to climb steps, providing minimal support, and they competently change their clothes. Children help develop the rules of the setting which are displayed so they can refer to them. These help children to share, take off their shoes and eat at the table using good manners. Children know what is expected of them and they behave well.

### Outcomes for children are good

All children are progressing very well from their starting points. Children are developing good skills for their future move on to school. They follow instructions and have a positive attitude to learning. Children play with a range of activities that supports their interests. For example, they wash toy cars in foam and water. Children extend their understanding of their local community and visit the library, toddler groups and museums.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY482863                                                                          |
| <b>Local authority</b>             | Lincolnshire                                                                      |
| <b>Inspection number</b>           | 997720                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | Not applicable                                                                    |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2014 and lives in Witham St Hughes. She operates all year round from 7.30am to 6pm on Mondays, Tuesdays, Thursdays and Fridays, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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Piccadilly Gate  
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