

Childminder Report

Inspection date

5 December 2017

Previous inspection date

14 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 addressed all of the issues raised at the last inspection. She has developed her knowledge and understanding of the early years foundation stage and ensures that all requirements are met.
- Children's behaviour is good. They consistently follow instructions to share and take turns. Children learn to engage well with other children. They play well together.
- The childminder gains a good range of information about what children know and can do when they first start. She plans a range of appealing activities that interests and motivates children's play. All children make good progress from their starting points.
- Partnerships with parents are effective. The childminder regularly exchanges information with parents to ensure continuity of care and learning for children. Parents report that they appreciate her professional approach and the kindness and attention she shows to each child.
- Children feel happy and safe in the childminder's care. They move confidently around the home to follow their own interests from the broad range of toys and resources available. Children enjoy positive interactions with the childminder when they play.

It is not yet outstanding because:

- Self-evaluation processes do not always precisely identify strengths and areas for improvement to build on the good practice further.
- Although the childminder has considered training courses that she would like to complete, her programme of professional development is not yet sharply focused on raising the quality of teaching to the highest possible standard.

What the setting needs to do to improve further

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

- enhance self-evaluation processes to help identify precise strengths and areas of development and to continually secure improvements in practice
- establish a more focused programme of professional development that helps to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's records and evidence of the suitability of household members. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder recognises the signs that may indicate a child's well-being is at risk and knows who to refer such concerns too. She assesses the risks in her home and on outings. She is aware of risks to children within wider society. Detailed policies and procedures underpin her practice well. The childminder monitors the progress children make by using information taken from her observations and termly assessments. She takes action to close any gaps in their learning. The childminder has effective links with other settings that children attend.

Quality of teaching, learning and assessment is good

The childminder completes accurate assessments of children's development. She competently plans appropriate activities and experiences for all children to support the next stage in their learning. The childminder understands that children learn through play and skilfully guides their learning. She interacts effectively with children and sensitively asks questions to extend their learning. This helps children to listen and gain confidence when speaking. Children begin to learn about the world around them. They go out for walks in the local area and regularly join in toddler play sessions to mix with other children. Children's communication and language skills are supported well. For instance, the childminder acknowledges and responds to younger children's attempts at new words. She continually repeats words and supports their pronunciation. Children enjoy playing with the toy animals, especially the horses. They then use their early literacy skills to draw pictures of them. Children concentrate and use their problem-solving skills as they have a go at completing puzzles.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's care. They are relaxed and happy. Young children settle to sleep quickly as the childminder follows their routines from home so that they feel comfortable. The childminder gives a high priority to children's safety and well-being. She provides healthy, home-cooked food and snacks for the children and ensures they have plenty to drink throughout the day. Children follow thorough hygiene routines and take part in regular exercise. They receive frequent praise and encouragement. Children develop their physical skills when playing at the soft-play centre or at the park.

Outcomes for children are good

Younger children develop their early literacy skills as they read books with the childminder. Children have a strong exploratory impulse and are beginning to be able to make their needs known. They are developing good levels of independence. They find toys for themselves and help to tidy up. Older children are developing early mathematical skills, including recognising shapes and counting. They are well prepared for their future learning and the eventual move on to nursery and school.

Setting details

Unique reference number	252189
Local authority	Nottinghamshire
Inspection number	1111936
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	14 August 2017
Telephone number	

The childminder registered in 1989 and lives in Worksop, Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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