

Childminder report

Inspection date	29 January 2019
Previous inspection date	8 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are happy and settled. They have affectionate relationships with the caring childminder and each other. The childminder supports children's emotional well-being effectively. She knows children, their families and their specific needs well. Children show they feel safe and secure in the childminder's care.
- Children behave well. The childminder is a good role model and actively encourages children's good behaviour. She joins in with children's play. The childminder helps them to understand about sharing, taking turns with toys and playing harmoniously together.
- The childminder accurately assesses and tracks children's progress in their learning. She monitors and addresses any gaps identified in children's development. The childminder plans a wide range of activities to support children's interests and next steps identified for their learning. Children make good progress from their individual starting points.
- The childminder works very well in partnership with parents. She keeps them accurately informed of their children's achievements and encourages parents to take an active part in their child's learning at home.
- The childminder continually reflects on her practice and provision and identifies areas for development. For example, she plans to increase the art and craft activities she provides and to make more visits to the library, to help develop children's literacy and creative skills further.
- Occasionally, the childminder does not give children enough time to respond to questions in order to help develop their thinking skills and express their own ideas.
- At times, the childminder over directs children's play. She does not always give them opportunities to solve problems and persevere with the tasks they have chosen to do. She moves the children onto other activities before they have finished the tasks to their satisfaction.

What the setting needs to do to improve further

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

- provide children with the time that they need to think about and respond to questions, to help develop their thinking skills and express their ideas
- give children more opportunities to solve problems and persevere with their chosen tasks to their satisfaction.

Inspection activities

- The inspector had a tour of the childminder's home. She spoke with children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed children's learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of suitability checks. She also looked at documentation linked to the childminder's professional development.

Inspector

Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibility to keep children safe from harm and knows what to do if she has a concern about a child's welfare. She keeps her safeguarding knowledge up to date through training and has a good understanding of child protection issues. The childminder carries out good checks of her home and of the places she visits with children. This helps to provide them with a safe environment to play in. The childminder meets up with other childminders to share good practice and develop her professional development. For example, she has recently had a discussion on how to teach information communication and technology and the toys available for children to use, to help increase outcomes for children in this area of learning. The childminder has established effective links with other settings children attend to help provide consistency in their care and learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and their individual abilities. She interacts well with the children and enthusiastically joins in their play. Overall, she promotes children's communication and language effectively. She talks to children and introduces new words to help increase their vocabulary. The childminder provides activities that motivate and interest children. For example, children thoroughly enjoyed using play dough that contained glitter and cinnamon. This excited them and they smelt the dough and felt the glitter. Children built up strength in their hands and arms, for instance when they pushed, squeezed and pulled the play dough to make their models. The childminder used this activity well, introducing mathematical language, such as 'round' and 'flat'. She encouraged children to compare the different sizes of the cakes they made and count the candles they used.

Personal development, behaviour and welfare are good

The childminder supports children's physical health and well-being effectively. She provides a wide range of opportunities for children to learn about healthy lifestyles. For example, children enjoy nutritious meals and snacks. Children like going for walks with the childminder and gain confidence when stretching and climbing on the play equipment in a local park. Children visit local attractions, such as the farm and borrow books from the library. They have opportunities to take part in activities at the local toddler group. Children thoroughly enjoy these experiences and socialising with others outside of the childminder's provision. The childminder talks to children about how to keep themselves safe. For example, she encourages children's road safety awareness during outings, where children know to look and listen for cars.

Outcomes for children are good

Children develop essential skills that will support their future learning and eventual move to school. They are independent, confident, sociable and keen to learn. Children concentrated while they listened to stories. They turned the pages carefully in anticipation of what would be on the next page and giggled as they saw the characters. Children are developing good writing skills. They use pencils and crayons well and enjoy drawing and talking about the pictures they make.

Setting details

Unique reference number	252456
Local authority	Nottinghamshire County Council
Inspection number	10065250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 September 2015

The childminder registered in 1995 and lives in Carlton, Nottinghamshire. She operates her childminding service all year round from 7.30am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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