

Childminder Report

Inspection date

22 April 2015

Previous inspection date

20 May 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 well-qualified childminder provides consistently good- quality teaching. She skilfully questions children to extend their learning and develop their thinking skills. The childminder knows the children exceptionally well and provides a wealth of opportunities and experiences to support every child in their learning.
- Partnerships with parents are good. The childminder consistently shares information about the activities children enjoy taking part in. She regularly shares children's next steps in learning and asks for information about achievements and interests at home. This means that children are effectively supported and learning is continued at home.
- Interactions between the childminder and the children are extremely good. The childminder joins in with children's chosen play and engages them in imaginative play. She provides opportunities and resources to ignite their curiosity and excitement. Consequently, children are confident and motivated to learn.
- The childminder places a high focus on developing children's independence throughout all routines and activities. She involves children in setting up for dinner, planning activities and choosing resources. Children are encouraged to put their own coats and shoes on. This means they are gaining skills needed in readiness for school.
- The childminder has a good understanding of her responsibilities to protect children from harm. She follows rigorous safeguarding procedures and effectively manages risks in her home to promote children's safety and wellbeing.

It is not yet outstanding because:

- Assessments of children's development are not used with maximum effect, to plan very precisely for children's next steps in learning, so that they make rapid progress.
- The childminder has not thought about how she can build further on her good practice and increase her confidence to provide the very best experiences for all children in her care.

What the setting needs to do to improve further

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

- consider ways to sharpen the focus of observations and assessments, and use them to plan even more precisely for children's next steps in learning, so that children make rapid progress.
- explore further opportunities, such as training, to gain even more confidence, and to continue to enhance and build on the already good practice to provide the very best opportunities for all children.

Inspection activities

- The inspector viewed all areas of the childminder's home that are used for childminding.
- The inspector observed children engaged in a variety of activities, inside and outdoors.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures, and the childminder's self-evaluation form.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's training, and the suitability of all adults in the household.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.

Inspector

Emma Daly

Inspection findings

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

The childminder places a high focus on children learning through play. She provides stimulating and challenging experiences which covers all areas of learning. Through her observations and assessments of children's development, she gains an accurate understanding of children's skills, abilities and progress, and identifies what they need to learn next. However, she does not always use this information with maximum effect to target activities very precisely, so that children make rapid progress towards their identified goals. Nevertheless, children make good progress and are gaining the skills needed for their future learning. The childminder provides children with real-life experiences to enhance their learning. For example, she takes children on lots of trips and visits so they can explore the world around them. Children enjoy a planting activity and the childminder adapts her teaching methods to support each child. Children develop their mathematical skills, through counting the number of pots they have. Their literacy skills are promoted as children are encouraged to recognise their names. Children develop their writing skills as they enjoy making marks and drawing pictures.

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

The childminder's home is safe and welcoming. Children are emotionally secure because they have built strong relationships with the childminder. She gains detailed information from parents when children first start. The childminder knows the children extremely well and effectively meets their individual needs. Children's health is promoted because the childminder is fully aware of any allergies or medical needs, and ensures every child is provided with a balanced, nutritious diet. The childminder is a good role model. She gives children clear guidance about how to behave and teaches them to share and take turns. She works closely with parents to provide continuity for each child. The childminder consistently rewards children and praises them for their good behaviour. As a result, children learn to behave appropriately; they understand boundaries and are beginning to play confidently together. Children have many opportunities to develop their physical skills as they play in the garden and go out exploring.

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

The childminder has a secure knowledge of both the learning and development, and the safeguarding and welfare requirements. She evaluates her practice and uses feedback from parents and children, to identify priorities for improvement. The childminder evaluates the progress children are making in their learning and routinely monitors the activities and experiences on offer. The childminder links with other childminders to gain ideas and share good practice. She completes mandatory training to ensure she keeps up to date with safeguarding and first aid. However, at times the childminder lacks confidence in her practice. She has not explored all ways in which she can enhance her knowledge even further so that she gains even more confidence to provide the very best experiences for all children in her care.

Setting details

Unique reference number	252933
Local authority	Nottinghamshire
Inspection number	871509
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	20 May 2009
Telephone number	

The childminder has been registered since 1990 and lives in a residential area of Nottinghamshire. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children.

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