

**Inspection date**

22 April 2015

Previous inspection date

15 December 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of the safeguarding and welfare requirements. She is confident of the procedures to follow in the event of any concerns about children in her care. She risk assesses all areas of her home and outings to ensure children's safety is maintained.
- The childminder undertakes observations of the children to help her to identify their next steps in learning. She uses this information to inform planning of activities to ensure that children make good progress towards the early learning goals.
- The childminder has a good range of resources, which are well presented and organised. Children demonstrate high levels of independence and make purposeful decisions about the resources they want to use that extends their play.
- Children's confidence and self-esteem are well supported by the childminder because she gets to know them well as individuals and forms secure attachments with them. This fosters their emotional well-being.
- The childminder is very professional, maintaining all aspects of her provision to a high standard. She is keen to develop her knowledge and skills through attending training courses. For example, she has gained a childcare qualification, which has enhanced her knowledge of child development and how children learn.

### It is not yet outstanding because:

- The childminder does not always update her assessments of children's progress frequently enough.

## What the setting needs to do to improve further

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

- raise children's achievements to an outstanding level by utilising the good observations of children's learning more regularly to enhance the planning, so that activities always reflects children's current abilities.

### Inspection activities

- The inspector observed parts of the home used by children.
- The inspector took account of the views of parents and carers as discussed with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities, spoke with the childminder, and interacted with children at appropriate times during the inspection.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures.

### Inspector

Tina Garner

## Inspection findings

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

The childminder observes children during play, using this information to plan activities to support their next steps in learning. However, assessments of their progress are not always completed frequently enough, to fully ensure that all areas of learning are covered to their fullest extent. Children begin to use numbers spontaneously in their play. The childminder effectively reinforces this awareness by encouraging children to count and use mathematical language. Children enjoy a broad range of play opportunities to support them in all the areas of learning. For instance, they enjoy messy play activities that include water, sand, painting and drawing. These activities help the children to develop their mark making skills and their skills in art and design. Children become good communicators as the childminder places emphasis on children's communication and language development. She introduces new vocabulary and models language well. As a result, children develop the necessary skills they will need for the next stage in their learning, such as school.

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

Children settle quickly with the childminder because she understands the importance of fully supporting the transition from home to her setting. As a result, partnerships with parents are good and secure bonds are formed with the children. Children's developing understanding of dangers and how to stay safe is positively reinforced by the childminder. For example, children learn how to cross the road safely, and what they should do in the event of a fire. The childminder promotes children's healthy lifestyles well. Good hygiene routines help children to learn the importance of keeping themselves clean. Good use is made of the outdoor area. This supports children to develop their physical skills.

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

The childminder promotes children's safety, welfare, and learning to a good level. She has a comprehensive range of policies, which are given to parents when their children first start. These documents are updated frequently and all information is effectively displayed for parents. The well-qualified childminder is committed to promoting a good-quality provision. She actively involves children and parents in evaluating her practice to support her to identify areas for development and further training. Parents' comments about the childminder are extremely positive. The childminder actively meets up with other local childminders to share good practice ideas and to discuss any early years related issues.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 254702           |
| <b>Local authority</b>             | Nottinghamshire  |
| <b>Inspection number</b>           | 866896           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 17           |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 7                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 15 December 2009 |
| <b>Telephone number</b>            |                  |

The childminder was first registered in 1997. She lives in a house in Gedling. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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