

Childminder report

Inspection date	3 June 2019
Previous inspection date	22 April 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		Not Applicable	

Summary of key findings for parents

This provision is good

- The childminder has good links with the schools that children attend. She helps to ensure that learning at school is integrated into activities she plans at home. This helps her to support continuity in children's learning and development.
- The childminder provides a home-from-home environment where children thrive. She is attentive to children's needs and they form warm relationships towards each other.
- Children enjoy a good variety of activities. The childminder has a very clear understanding of how young children learn through their own interests. As a result, children have fun and enjoy their time at the childminder's home.
- Children make choices about what they want to do. They can rest and relax after the school day or take part in more-energetic activities if they choose.
- Partnerships with parents are effective. The childminder shares information with parents when they collect their children. She passes on information from school teachers about children's learning and welfare needs.
- Children thoroughly enjoy spending time in the childminder's care after their busy day at school. The childminder organises the resources effectively. This helps to ensure children are provided with a suitable range of stimulating activities and opportunities to meet their individual interests.
- Although the childminder completes mandatory training, she has not considered broader professional development opportunities to enhance her knowledge and skills even further.

What the setting needs to do to improve further

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

- make the most of a broader range of professional development opportunities to extend and strengthen knowledge and skills and improve the quality of practice even further.

Inspection activities

- The inspector observed the quality of activities that are available to children.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the adults living on the premises.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs and symptoms of abuse. She is aware of the procedure to follow should she have any concerns about a child in her care. The childminder checks that her activities successfully match children's interests and stages of development. She seeks the views of parents and children and uses their feedback to make improvements to the care provided. The childminder now provides activities related to children's expressed interests, for example hairdressing tools and equipment to support role-play activities. This has a positive impact on children's ability to extend their imaginations. The childminder works well with parents to address any areas where children require support, for example extending children's opportunities to strengthen their reading, spelling and mathematical skills during planned activities.

Quality of teaching, learning and assessment is good

The childminder observes children to establish an accurate idea of their capabilities and skills. She uses this information to help ensure that activities are suitably challenging for both younger and older children. Children enjoy art and craft activities. They have access to a very good range of materials and tools. This enables them to explore their creative ideas. Children enjoy decorating flowerpots for future planting. The childminder spends time discussing the activities with them and really values their views and ideas. Children build on their knowledge about planting sunflower seeds and how they grow into plants. They read short sentences about how they grow from tiny seeds into tall flowers. Older children read to the younger children and together they answer questions set by the childminder. Children demonstrate confidence as they use and extend their knowledge of how things grow and decay. This helps them to build on what they already know.

Personal development, behaviour and welfare are good

Good settling-in arrangements help to ensure that children adapt to their new surroundings with ease. The childminder is enthusiastic in her interactions with children. She is alert to those who are less well involved in activities and motivates them to engage well. The childminder strives to meet their individual needs, for example by providing an opportunity for children to continue their homework and build on their learning from school. The childminder is genuine in her praise of children's achievements. Children concentrate and complete tasks effectively. The childminder supports children to lead healthy lifestyles and learn about good hygiene routines. Children enjoy healthy snacks, daily physical activities and fresh air as they walk to school. They learn how to stay safe and be aware of their environment.

Setting details

Unique reference number	254757
Local authority	Nottingham
Inspection number	10106664
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	22 April 2015

The childminder registered in 2000 and lives in Wollaton, Nottingham. The provision operates term time only, between 7.45am and 9am on Monday to Friday. Afternoon sessions are from 3.30pm until 5.30pm.

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