

Childminder Report

Inspection date

22 April 2015

Previous inspection date

7 February 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 childminder provides a good variety of activities and resources for children. These are appropriate for the children of various ages who attend, and are used to successfully support their different interests. Children enjoy their time in her home.
- Resources are accessible for children and are well organised so that children know where to find things. This supports children's independent choices.
- Children develop good relationships with the childminder. She ably promotes their personal, social and emotional development. She has high expectations for behaviour. Consequently, children are happy and settled, and behave very well.
- The childminder provides healthy snacks and drinks to promote children's good health. Children have daily opportunities for fresh air and exercise as they walk to and from school.
- The childminder develops good partnerships with parents and liaises well with school staff to provide a very effective link between school and home. These strong partnerships effectively promote consistency in children's care and learning.
- Children are kept safe because the childminder has a good understanding of safeguarding and how to protect them from harm. She successfully identifies and minimises potential risks to children.

It is not yet outstanding because:

- Children are not given enough opportunities to fully develop their understanding of the natural world.

What the setting needs to do to improve further

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

- improve children's ability to understanding the natural world by providing more opportunities for them to learn about and observe growth, decay and change over time.

Inspection activities

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

Inspector

Victoria Mulholland

Inspection findings

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

The childminder offers care for children before and after school. She understands that young children learn through play and practising things and meets their individual needs well. She provides a range of activities to promote younger children's progress, and to complement their learning in school. For example, she supports children to practise reading and writing words to build on their early literacy skills. The quality of her teaching is good, so children are well supported to be ready for the next stage in their learning. The childminder interacts very well with children. She involves them in conversations and asks questions to encourage them to express their thoughts. She encourages children to talk about their personal experiences and about what they are doing. She prompts them to describe size, colour and texture. This effectively supports children's speaking and language skills. Children have very good opportunities to make choices about what they do, which fosters their independent learning. For instance, some children decide to use a construction set to build models. Other children choose to draw or create their own paper hats. Children are generally well occupied. For example, they enjoy using technology as they play games on various consoles. However, there are less opportunities for children to learn about the natural world and growth, decay and change over time.

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

The childminder uses appropriate strategies to successfully support children to settle and gain confidence in her setting. She gets to know children very well and develops strong bonds with them. Her hugs, praise and encouragement effectively promote children's sense of self-esteem. The childminder gives high regard to children's emotional well-being. She recognises that some children need time and space to relax and rest after their day in school. She respects this by enabling children to decide how they spend their time in her home. She regularly checks that they are happy by asking if they are alright. Older and younger children mix happily and develop good relationships with one another. The childminder encourages children to have a sense of responsibility and cooperation. For example, children bring their dishes back to the kitchen after they finish their snack and help to tidy away resources.

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

The childminder has a good understanding about her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains all required documentation in order to support children's safety in her provision. She completes essential training. For example, she regularly refreshes her safeguarding knowledge and ensures that she has an up-to-date qualification in paediatric first-aid. The childminder is committed to providing good quality wrap-around care for children and their parents. She reflects on her practice, taking the views of children and parents into account, to identify strengths and ways to enhance her provision. Parents and children are very happy with the service the childminder provides.

Setting details

Unique reference number	254757
Local authority	Nottingham City
Inspection number	817174
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	7 February 2012
Telephone number	

The childminder was registered in 2000 and lives in Wollaton, Nottingham. The provision operates, between 8am and 9am each weekday morning. It operates from 3.30pm to 5.30pm, Monday to Thursday, and from 3.30pm to 5pm on Fridays, during term times only.

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