

Childminder report

Inspection date	5 February 2019
Previous inspection date	29 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 settle quickly. The childminder offers children settling-in sessions when they first start. She finds out about children's interests. This helps her to provide children with foods and activities they enjoy.
- The childminder sits and observes children when she plays alongside them. She shows children how to build and construct. The childminder talks to them about a tower of bricks being 'tall'. Children develop their understanding of size. They make good progress in their mathematical development.
- Parents appreciate how much the childminder has helped their children to be confident and happy. They like the amount of outdoor learning experiences children receive. The childminder takes children for walks in the community. She talks to them about the changes in seasons and about the wildlife.
- The childminder helps children to be emotionally ready for their move on to school. She takes them to attend groups at the school. Children become familiar with the environment and teachers.
- The childminder shares information with parents about children's learning and development. She provides them with a written report showing children's achievements. Children make good progress in their learning. The childminder supports parents well to continue their children's learning at home, for example support with eating and toileting routines.
- At times, the childminder's assessments of children's learning are not as precise as possible to help her plan and support children to make even better progress.
- The childminder does not consistently share information about children's learning with other nurseries that children attend.
- The childminder does not focus her professional development effectively enough to help raise the quality of her teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen the use of assessments to better identify and plan to help children make the best progress possible
- build on relationships with staff at nurseries children also attend to provide continuity in their learning
- strengthen the range of training opportunities to enhance teaching skills and knowledge to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.
- The inspector took account of the views of parents through reading the written feedback provided.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The childminder completes safety checks in her home. She promotes children's safety well when she takes them for walks in the street. Safeguarding is effective. The childminder knows the possible signs of abuse and where to report any concerns about children's safety. The childminder reflects on her practice. She reviews the range of toys she offers children to ensure that they are suitable for the children's age and ability. For example, she provides younger children with small slides to climb and older children with larger climbing structures. This promotes children's safety and provides them appropriate challenge in their learning.

Quality of teaching, learning and assessment is good

The childminder provides opportunities for children to explore and investigate using their imagination. When children play with a toy train track, she asks them where the train is going. The childminder promotes children's communication and language skills well. Children talk confidently to her and share their learning experiences. The childminder asks children a good range of questions and repeats words children say to her. Children hear the correct pronunciation of words. They copied the childminder, for example, when she said 'roll it, roll it' as she used a rolling pin with dough. Children develop their understanding and make links between their actions and the words they speak. The childminder shows children how to use cutters in dough to make shapes. Children develop good hand and eye coordination when they cut out shapes and manipulate dough.

Personal development, behaviour and welfare are good

The childminder takes children to different groups to play with other children. She encourages them to form relationships with others. Children demonstrate good social skills. Children have plenty of opportunities to develop their physical abilities. For example, in the childminder's garden, children ride on toys and climb steps to slides. The childminder promotes positive behaviour. For example, when children became frustrated when they could not fix toys together, she remained calm and showed children how to do it. The children relaxed and tried again. The childminder offers children healthy foods. She encourages children to be independent. Children set the table for meal times and help the childminder to butter bread. The childminder talks to children about road safety. Children develop an understanding of how to keep themselves safe.

Outcomes for children are good

Children develop well in their learning. They reach typical levels of development for their age. Children make good progress in their speaking skills. They are confident communicators and talk about their needs and wishes. Children enjoy being imaginative and build stories around toys. They play with small figures and use different voices for characters. Children develop their understanding of the world, including their understanding of different animals. They share their knowledge of a horse and say that they 'eat apples, not biscuits'.

Setting details

Unique reference number	EY229845
Local authority	Nottinghamshire County Council
Inspection number	10065281
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 13
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2015

The childminder registered in 2002 and lives in Mansfield Woodhouse. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2.

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