

# Childminder Report

**Inspection date**

4 July 2017

Previous inspection date

18 June 2015

| <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        |
| Effectiveness of the 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 feel happy and secure with the childminder. She works well with parents, meaning that children benefit from consistency of approach and care.
- The childminder has excellent partnerships with local schools. For example, children about to start school benefit from an extended period of settling in which the childminder organises for them.
- The childminder encourages children to be independent. She provides plenty of opportunities for children to practise skills which help them to prepare for life at school and beyond.
- Children enjoy a wide range of activities and resources which the childminder thoughtfully prepares. Overall, all children make good progress in their learning and development.
- Teaching is good. Children enjoy the childminder's involvement in their play. She gets down to children's level and interacts positively with them, while effectively supporting those children who are developing their speech.

**It is not yet outstanding because:**

- The childminder does not fully explore ways to use allocated government funding, such as the early years pupil premium, to help children make the best possible progress.
- On occasion, the childminder does not plan activities to match the interests of some children to ensure their full involvement and enjoyment.

## What the setting needs to do to improve further

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

- review the planning of some activities to better reflect the interests of children in order to increase their motivation and level of involvement
- develop a more targeted approach with regard to the use of allocated funding to support individual children to make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the home used for childminding purposes.
- The inspector jointly evaluated an activity with the childminder.
- The inspector took account of the views of parents by reading written testimonials and letters.
- The inspector held discussions with the childminder and looked at relevant documentation.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a clear and up-to-date understanding of child protection issues. She understands who to contact if she has any concerns about the welfare of a child in her care. The childminder ensures her house and garden are safe and secure for children. She considers any risks and takes steps to minimise or reduce any potential hazards. The childminder reflects on her practice. She gathers the views of parents and considers how to develop and improve. The childminder is committed to her own professional development to improve her teaching skills and help children achieve better learning outcomes. She makes good use of support from other childminders and early years professionals. The childminder has built excellent relationships with parents and they are complimentary about the care she offers children.

### Quality of teaching, learning and assessment is good

The well-qualified childminder is experienced and enthusiastic. She understands what children need to learn next and takes this into account when she plans activities or sets out resources. Children demonstrate good concentration skills; for example, while making modelling dough with the childminder. They enjoy their conversations with the childminder. Children talk about the ingredients that they need, and the colour that they would like it to be. The childminder models how to measure and scoop flour into the mixing bowl. Children listen carefully and demonstrate excellent physical skills as they follow her example. The childminder makes regular assessments of children's learning and she monitors their progress effectively to ensure that no one falls behind.

### Personal development, behaviour and welfare are good

Children are learning to take turns with each other. The childminder patiently explains the rules, boundaries and expectations that she has of them. Children cooperate and, with her support, are beginning to understand and behave appropriately. Children enjoy a wide and varied diet while they are with the childminder. For example, they thoroughly enjoy preparing their own sandwiches at lunchtime and relish the wide range of fruit available to choose from for their snack time. The childminder ensures that children have plenty of opportunities to be outside and to practise their physical skills. For instance, children skilfully negotiate the space around them as they whizz around on scooters and bicycles.

### Outcomes for children are good

Children make good progress from their individual starting points. They are well prepared for school and their future learning. Children confidently practise writing their names, and count accurately to 20 and beyond. Children's social and emotional skills are developing well with support from the childminder. They are learning to respect each other and to follow appropriate rules and boundaries.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY233652                                                                          |
| <b>Local authority</b>             | Nottingham City                                                                   |
| <b>Inspection number</b>           | 1091456                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 18 June 2015                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2002 and lives in Clifton, Nottingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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