

Inspection date

9 April 2015

Previous inspection date

23 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. The childminder knows how children learn. She observes and assesses children's progress, and provides activities and experiences that match their interests and preferences. As a result, children are supported in making good progress in all aspects of their development.
- Children are effectively safeguarded. The childminder attends regular training to refresh her knowledge and understanding of safeguarding procedures. Consequently, she is aware of the signs of possible abuse, and knows what to do if she has any safeguarding concerns.
- Children's individual care needs and routines are well known. The childminder has formed close and trusting relationships with the children and their parents. This ensures that children are happy and settled.
- The childminder promotes the health and safety of the children well, and has a good understanding of her responsibilities for protecting children from harm. She assesses the risks well and has minimised these so children are able to move around freely and safely in the playroom.
- The childminder is a well-qualified and experienced practitioner who has a secure understanding of the requirements. She successfully uses her knowledge and skills to provide good-quality childcare and to prepare children for school and future life.

It is not yet outstanding because:

- The childminder has not exploited all opportunities to encourage parents to share information about their children's learning and development at home.
- The childminder does not make full use of the partnerships she has with other settings children attend. She does not always share information about children's learning and development with them.

What the setting needs to do to improve further

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

- support parents more effectively to share information about their child's learning at home
- strengthen the arrangements for sharing information, and enhance partnership working with other settings that children attend, in order to even more effectively support children's learning and development.

Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's training certificates.
- The inspector took account of the views of parents provided in a written form.
- The inspector observed and evaluated a learning activity with the childminder.

Inspector

Rupinder Phullar

Inspection findings

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

Children enjoy learning at the childminder's home. They make independent choices in their play and learning. The childminder provides them with a range of activities that stimulate children's interest and motivate them to learn. She uses a variety of teaching methods, such as, modelling, questioning and directing. This ensures that children consolidate their learning and are engaged in what they need to learn next. Consequently, children develop skills to prepare them well for their next stage of learning. The childminder keeps parents informed of the progress their child is making. However, she has not exploited all opportunities to encourage all parents to share more information about what their child is learning at home. Therefore, the childminder does not always have a full picture of what children know and can do, on which to base her plans for their future learning. There are some positive relationships with nurseries where older children attend. However, comprehensive information about individual children's progress is not always shared between the childminder and staff at the other early years settings. Therefore, the childminder is not always fully aware of what children are achieving elsewhere.

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

Children form secure emotional attachments with the childminder, because she welcomes their interaction. The childminder treats them with kindness, which helps to promote children's self-esteem, as they gain a sense of well-being. This sense of belonging prepares them emotionally for when they move to school or nursery. Children behave well in the childminder's care. She gives children consistent boundaries and praises good behaviour, which motivates children to want to try again. Children gain good social skills and an awareness of the wider world, through visits to community groups and outings in the local environment. The childminder provides children with healthy meals and snacks, and they receive plenty of fresh air and physical exercise. The childminder is vigilant in preventing the spread of germs. Children are encouraged to be independent and responsible for their own personal care needs. As a result, children are kept healthy and safe.

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

The childminder effectively monitors the educational programmes and evaluates children's learning. She regularly obtains the views of parents, children and her childminder colleague to reflect on her practice and the overall service that she provides. As a result, the childminder has a good awareness of her strengths, and has made improvements since her last inspection. For example, she now uses observations effectively and assesses children's achievement regularly to plan challenging and interesting activities. Potential safety risks are effectively identified and minimised. Consequently, children learn, play and rest in a safe and secure environment, and make good progress in their learning. Policies and procedures that support children's health, safety and well-being are in place and are successfully implemented.

Setting details

Unique reference number	EY248490
Local authority	Nottinghamshire
Inspection number	860291
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 February 2009
Telephone number	

The childminder was registered in 2002 and lives in Nottingham. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works alongside another registered childminder.

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