

Childminder Report

Inspection date

21 July 2015

Previous inspection date

23 March 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

- The quality of teaching is good. The childminder plans and delivers a good range of play-based activities so that children gain good skills to prepare them well for the next stage in their learning, including their eventual move to school.
- The childminder uses a positive and consistent approach to managing behaviour. He places emphasis on children learning to play alongside each other, sharing and taking turns with the resources. Consequently, children behave well.
- The childminder has a consistent and caring approach to behaviour management. He offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good and their self-esteem is promoted.
- Safeguarding arrangements are strong as the childminder has a clear understanding of his role and responsibility with regards to child protection and risk management. This means children's welfare is assured.
- The childminder attends many courses to continually develop his knowledge and skills. Consequently, children's needs are met well and they are making good progress in their learning.
- The childminder works closely with his co-childminder. In addition, they network with other childminders. This provides them with opportunities to monitor their educational programme and make improvements to their teaching practice.

It is not yet outstanding because:

- Children are sometimes distracted as they take part in more focused activities as the television is often on at these times.
- The childminder does not always collect detailed information from parents about their children's development when they start at the setting.

What the setting needs to do to improve further

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

- collect information from parents about their children's stage of development when they start at the setting and use this information to inform planning from the outset
- provide an environment that is free from distractions so that children can become more involved in their play and concentrate on more focused activities.

Inspection activities

- The inspector observed children playing in the indoor environment.
- The inspector observed the childminder's interactions with minded children.
- The inspector sampled a range of documentation and considered the written views of parents.
- The inspector had detailed conversations with the childminder to establish his understanding of the Early Years Foundation Stage and safeguarding procedures.
- The inspector evaluated learning activities with the childminder.

Inspector

Tracy Hopkins

Inspection findings

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

The childminder develops children's communication and language skills well. He responds to young children's early communication sounds and signals, acknowledging that what they have to say is important. He encourages children to think and respond in their own words to questions that he asks. He listens carefully to the children and repeats their sentences back to them using correct word formation. This helps to reinforce their understanding. The children take part in activities to develop their creativity. For example, they play musical instruments and enjoy using the role-play resources. However, on occasions children's concentration is disrupted during more focused learning activities. They are often distracted by the television that is on during these times. Children's learning is effectively supported through everyday care routines and spontaneous play. For example, as the children climb the stairs to the toilet the childminder asks how many stairs there are and they count enthusiastically together.

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

Effective settling-in procedures are in place where children can come and visit before they start. The number of visits is based on individual needs. This means there is an effective move from home to the childminder and they become familiar in his care. The childminder reminds children how to keep themselves safe and children are provided with opportunities to take risks which are suitable for their age. They take part in regular fire drills and learn about road safety when they are on outings. Children enjoy good social experiences outside of the home. These include attending physical-play activities, such as soft-play areas and childminding groups within the community. Children go on regular local walks and outings, such as visits to the parks. They learn to ride wheeled toys and play safely on larger equipment. This supports children's physical development well. In addition, introducing children to group situations helps to prepare them for when they move to school. Children are developing a confident ability to attend to their self-care needs. The childminder talks with them about when and why they must wash their hands. He encourages them to manage this independently. The childminder effectively promotes healthy lifestyles. He provides healthy snacks and talks to children about the benefits of eating fruit and vegetables both at snack time and during play.

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

The childminder regularly observes and assesses children's learning and progress. This enables him to swiftly identify any areas in which children are falling behind. This means he can quickly put plans in place and seek external intervention, if necessary, to help them progress. The childminder discusses children's progress, activities and achievements with parents on a daily basis. However, he does not always obtain specific information about the children's development when they start at the setting. This means that the childminder is not always able to plan more precisely for the children's next steps in learning from the outset.

Setting details

Unique reference number	EY294887
Local authority	Nottinghamshire
Inspection number	872940
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23 March 2009
Telephone number	

The childminder was registered in 2004 and lives in Mansfield, Nottinghamshire. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works closely with his wife who is also a registered childminder.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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