

Childminder report

Inspection date	14 February 2019
Previous inspection date	30 July 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

- The childminder shares information about children's achievements with parents. She talks to parents about how they can further support children's learning at home. For example, encouraging them to try different foods to promote healthy eating.
- The childminder works well with other pre-schools children also attend. She shares and gathers information about children's abilities. This includes sharing a written summary of children's progress when they are between the ages of two and three years. This helps her to complement the experiences children receive elsewhere.
- Older children use ride-on toys and play ball games in the childminder's garden. They confidently move in a variety of ways, promoting their physical skills. Children are at expected levels of development for their age, and any who are underperforming are catching up quickly.
- The childminder provides babies with opportunities to develop strength in their body. For example, she places them on their tummy. Children gradually develop the ability to hold up their head.
- Babies develop well in their social skills when they first start. They attend settling-in sessions to help them become familiar with the childminder and her home. They smile at the childminder and give her good eye contact. Babies demonstrate that they feel safe and are emotionally secure.
- The childminder gathers the views of parents when she reflects on her provision. Recent improvements offer children further opportunities to learn about the world. For example, the childminder takes children to woodland and nature reserves. Children learn about the natural world.
- The childminder attends training that helps her to keep children safe. However, she has not established a focused plan to help enhance her teaching practice.
- At times, the childminder does not make the most of all opportunities to extend children's understanding of growth, decay and changes over time.

What the setting needs to do to improve further

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

- strengthen the quality of teaching to help raise outcomes for children to the highest level
- provide more opportunities for older children to develop their understanding of growth, decay and changes over time.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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

Safeguarding is effective. The childminder knows her responsibilities to keep children safe. She has policies and procedures to support her practice, including relevant telephone numbers to report concerns about children's safety or welfare. This helps to keep children safe. The childminder gathers information from parents about children's allergies and dietary requirements when they first start. This helps her to promote children's good health. The childminder gathers information from parents about who has permission to collect children. This helps her to ensure that children leave her care with a suitable person.

Quality of teaching, learning and assessment is good

The childminder completes effective observations and assessments of children's learning. This helps her to identify what children need to learn next. The childminder is qualified and has a good understanding of the different ways children learn, depending on their age and stage of development. For example, she rocks babies and uses a soft voice when they are upset. Babies react positively, become calm quickly and manage their behaviour. The childminder takes older children to toddler groups. She encourages them to make relationships with others. Older children develop good social skills and adapt their behaviour to different situations. The childminder supports children to develop their mathematical skills. She introduces words such as 'enough' and 'more' when children put soil in to a plant pot. The childminder counts the number of seeds children plant in soil. Children develop their understanding of quantity and numbers. The childminder encourages children to complete puzzles. Children think about how they can fix pieces together.

Personal development, behaviour and welfare are good

The childminder provides opportunities for children to learn about a healthy lifestyle. For example, she talks to them about the fresh ingredients she puts in the healthy food she offers them. Children are independent. They select toys and resources to promote their interests. The childminder gives children plenty of praise and encouragement to promote positive behaviour. When she talks to children, she uses good manners. Consequently, children behave well. Children learn to care for the environment. For example, they use a dustpan and brush to sweep up soil. Older children show a sense of responsibility and carry out small tasks. The childminder takes them to see school teachers before they start school. This helps them to get to know people who will care for them and the school environment. Children are emotionally ready for their move on to school.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They develop at expected levels for their age and learn skills for their move on to school or pre-school. Older children have a good level of understanding. For example, they follow instructions and understand the questions that are asked of them. Children demonstrate a good knowledge of the world, including their own and others' cultures. For example, they play with foods from other countries and create objects and artwork to reflect other people's traditions.

Setting details

Unique reference number	EY295651
Local authority	Nottinghamshire County Council
Inspection number	10065290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 July 2015

The childminder registered in 2004 and lives in Normanton-on-Trent. She holds an appropriate early years qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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