

Childminder report

Inspection date	17 October 2018
Previous inspection date	3 August 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

The provision is good

- The childminder is effective in involving parents in their children's learning and development. She supports parents well to continue to enhance children's learning at home. Parents share their child's achievements and provide examples of how their children continue to develop the new skills they have learnt at home. The childminder uses the information well to plan for children's future learning.
- Children make good progress in their learning relative to their starting points. The childminder's accurate assessments and tracking of children enable her to quickly identify any weaker areas of children's development. Plans are then put in place to support children's continued good progress.
- Children develop secure attachments with the childminder. They enjoy playing alongside her and seek her out for support and reassurance when needed. This helps children to feel safe and secure.
- The childminder helps children explore the local community, such as through visits to local playgroups, parks and shops. She makes good use of opportunities to teach children how to stay safe, such as talking to them about the importance of being secured in their car seat.
- The childminder is a good role model. She interacts well with children, giving sensitive guidance about how to behave when needed. She sets clear and consistent boundaries for children to follow. Children behave well and are learning to share and take turns.

It is not yet outstanding because:

- The childminder has not yet established a programme of professional development that focuses on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- improve the opportunities for professional development to ensure that knowledge, understanding and teaching skills continue to improve to an outstanding level.

Inspection activities

- The inspector viewed all areas of the home and outside space that are used for childminding.
- The inspector observed children engaged in a variety of activities inside and outside.
- The inspector looked at evidence of the suitability of the childminder. She looked through a range of documents, including the childminder's self-evaluation methods.
- The inspector carried out observations of the childminder's interactions with the children and evaluated these with her.
- The inspector took account of the written views of parents expressed in letters and the childminder's own survey read during the inspection.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder identifies and minimises potential risks to children. She has a clear understanding of child protection and is aware of the procedures to follow should she have a concern about the safety or welfare of a child in her care. The childminder is dedicated to her role and evaluates her provision well. She demonstrates a commitment to continue to make ongoing improvements with plans for future developments. For example, the childminder has plans to develop further outdoor space. This will enable her to section an area off for children who attend after school to play their football safely.

Quality of teaching, learning and assessment is good

The childminder is a creative teacher and makes her own resources to extend children's development in all areas of learning. For example, when children ask for their favourite book the childminder provides many attractive picture cards to go with it. Children use these to recall and retell the story. The childminder engages with the children, asking questions to identify their understanding of the story. Children develop the skills of sequencing and start to develop a good understanding of literacy and their spoken language skills. The childminder adapts her questioning to meet the needs of all children. For example, during a painting activity the childminder discusses the colours and shapes with the younger children, while asking the more capable children questions to extend their thinking and mathematical skills. Children remain interested for good amounts of time.

Personal development, behaviour and welfare are good

The childminder promotes a very inclusive environment. Children show a strong sense of identity as they point out their pictures on the wall and recognise themselves in photographs. Children who speak English as an additional language are particularly well supported. The childminder asks parents for key words in children's home language when they first start and finds out about children's home traditions as much as possible. This helps children to settle quickly, feel valued and boosts their self-esteem. The childminder encourages children to make choices, for example, by responding positively to their request to play outside. The childminder promotes children's good health very well. Children visit the dentist and join in with activities that help them to understand the importance of good oral hygiene. Furthermore, they spend lots of time outdoors in the spacious garden where they have plenty of opportunities for fresh air and exercise.

Outcomes for children are good

Children count and make good use of use mathematical language during their play. They count how many conkers they have collected, look at the different shapes in the environment and discuss how many more they might need. Children develop their imaginative skills, such as through painting and role play. They have good listening skills. For example, during a circle time activity, they follow instructions and learn the difference between using their loud and quiet voices. Children learn the skills needed to be ready for their next stage in learning and for their eventual move on to school. They enjoy their time spent with the childminder.

Setting details

Unique reference number	EY344965
Local authority	Nottinghamshire County Council
Inspection number	10065299
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 August 2015

The childminder registered in 2007 and lives in Nottingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

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