

Childminder report

Inspection date	24 July 2019
Previous inspection date	19 January 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

- Children reach typical levels of development for their age in all aspects of their learning. Older children climb on large apparatus in the garden and show their physical strength when they climb and swing.
- The childminder supports children to develop their mathematical skills. For example, she asks older children to bang the bars on a xylophone in a certain order. Children remember the correct order and learn about sequences. The childminder shows younger children how to post different shapes into a toy. Children copy her and develop their understanding of shapes and space.
- The childminder is sensitive and responsive to younger children's needs. For example, when they show signs that they are tired, the childminder provides them with cuddles and reads them a story. This helps to support children's emotional well-being.
- The childminder gathers feedback from parents to help reflect on her practice. Recent changes to the toys and resources in her garden offer children further opportunities to develop their literacy skills. Children make marks when they use chalk on a board and talk about the pictures they draw.
- The childminder promotes children's safety when they play in hot weather. For example, she ensures that children wear sun cream and keep hydrated.
- The childminder does not always provide all parents with ideas or suggestions about how they can continue to support children's learning at home.
- The childminder does not fully explore different ways to help her build even further on her professional development, to help support children to make even better progress.

What the setting needs to do to improve further

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

- provide all parents with ideas and suggestions to help them develop their children's learning at home
- strengthen professional development to help raise the quality of teaching even higher.

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 reviewed 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

The childminder finds out what children are learning at other early years settings they also attend. She provides children with activities to complement the experiences they receive elsewhere. This helps to promote consistency in their learning. Parents comment positively about the childminder. They say that she makes children feel welcome and comfortable in her home. Parents comment that their children settle quickly and progress well. Safeguarding is effective. The childminder has a good understanding of the signs of abuse or neglect. She knows where to report any concerns she has about children's safety or welfare.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors the progress they make. She identifies what they need to learn next. The childminder supports children's communication and language skills well. For example, she responds appropriately when younger children make babbling sounds. This helps them to learn how to take turns in conversations. The childminder supports children who speak English as an additional language well. She gathers key words in their home language and uses these to help children understand the routines of the day. The childminder plans visits away from her home to broaden children's experiences of their local community. She takes them for walks in the street and on trips to the park.

Personal development, behaviour and welfare are good

The childminder invites parents and children to attend settling-in sessions when they first start. This helps children to become familiar with the childminder and her environment. She finds out information from parents to help her meet children's individual needs. The childminder talks to children about the experiences they will have when they move on to school. Younger children go with her when she takes older children to school. This helps them to become familiar with the routine of the day and the school environment. Children behave well. The childminder gives them plenty of praise and encouragement. For example, she claps her hands to praise younger children's achievements. This helps to raise their self-esteem.

Outcomes for children are good

Children gain the skills that prepare them well for the next stage of their learning and their eventual move on to school. They demonstrate good mathematical skills. For example, older children recognise written numbers. Furthermore, they say the sounds that represent letters of the alphabet, such as those in their name. This demonstrates good literacy skills. Children develop their understanding of the world, including technology. Younger children know that if they press buttons on an electronic toy, it will make a sound. Older children use their fingers to make objects move on electronic equipment. Children listen well to instructions and are confident communicators. They say that they like to 'stick' and 'colour'. Older children complete tasks on their own. They put on their shoes and show that they are independent.

Setting details

Unique reference number	EY350464
Local authority	Nottinghamshire County Council
Inspection number	10106342
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 January 2015

The childminder registered in 2007 and lives in Beeston, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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