

Childminder report

Inspection date	29 November 2018
Previous inspection date	19 May 2014

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 demonstrates pride, dedication and commitment to providing high-quality care for children and families. Children's emotional well-being flourishes, supported by the friendly and nurturing childminder. Children enjoy positive relationships in this social and welcoming setting.
- The childminder gives the highest regard to children's safety. She completes daily safety checks of the environment and helps children to gain an understanding of personal safety.
- Partnerships with parents are strong. They comment highly positively on the genuine care and loving environment that the childminder provides for the children in her care. Parents are kept constantly up to date with their children's progress.
- The childminder and her assistants are good role models who help children to learn how to manage their own feelings and behaviour. Children behave well. The childminder uses gentle and age-appropriate explanations to help children to understand quickly about boundaries, and to manage their feelings.
- The programme of professional development for the childminder's assistants is not fully embedded or focused on extending their knowledge and skills, to raise the quality of their teaching and practice to the highest standards.
- The childminder does not consistently gather highly detailed information from parents about what their children already know and can do when they first attend. This means that her initial assessments of children's skills and abilities sometimes lack precision.

What the setting needs to do to improve further

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

- embed the programme of professional development to focus on extending the knowledge and skills of the assistants, to provide consistently excellent learning opportunities for children
- gather more detailed information from parents about their children's skills and abilities when they first start and use this to enhance initial assessments.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 a number of discussions with the childminder and an assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through speaking to them and reviewing the written feedback provided.

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a clear knowledge of their responsibilities relating to child protection. They know how to identify signs that indicate a child is at risk of harm and the importance of swift action to refer concerns, when necessary. This helps to protect children's welfare. The childminder and her assistants consider children's safety very well. They implement effective risk assessments to help minimise risks to children. The childminder evaluates all areas of her provision well and includes the views of her assistants, parents and children. This helps her to raise continuously the quality of the care she provides. The childminder and her assistants attend mandatory training. The childminder works collaboratively with other professionals to ensure children receive the individual support they need. For example, she works effectively with other settings children attend to share key information.

Quality of teaching, learning and assessment is good

The childminder and her assistants know the children well and link activities to their interests. For example, children's recent interest in 'superheroes' and 'princesses' is used for further creative activities. This helps to enthuse children. Children develop physical coordination and concentration as they complete their pictures. They use scissors with good control and hold crayons correctly. The childminder and her assistants complete regular observations of children as they play. This information is then used to plan activities which are age and stage appropriate, and which help children develop new skills. The childminder and her assistants help children to build on their increasing vocabulary and communication skills. They ask questions to make children think about their responses. Children listen well to stories and talk about the characters and storylines. They take on roles within the role play and play very well together. The childminder provides an inclusive setting where children's uniqueness is valued.

Personal development, behaviour and welfare are good

The childminder and her assistants are highly attentive. They swiftly and respectfully meet children's personal care needs. The childminder gathers information from parents about children's individual care needs and routines before they start. Children manage care routines independently as they clean their hands in preparation for mealtimes. The childminder supports children to develop healthy lifestyles and promotes their physical development. They spend lots of time outdoors on trips to parks and places of interest, and are encouraged to make healthy choices in the snacks and meals provided for them. The childminder has created a warm and welcoming environment.

Outcomes for children are good

Children are well supported in their development and are well prepared for the eventual move on to school. For example, they choose their own resources and are active, eager learners as they engage in play. Children make good progress from their starting points. They play cooperatively, consider the needs of others and build strong relationships with their peers. Children hold crayons and make intended marks in preparation for early writing.

Setting details

Unique reference number	EY399546
Local authority	Nottinghamshire County Council
Inspection number	10068978
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	10
Number of children on roll	19
Date of previous inspection	19 May 2014

The childminder registered in 2009 and lives in Mansfield Woodhouse, north Nottinghamshire. She operates all year round, from 7.30am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder works with assistants. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

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