

Childminder report

Inspection date	16 January 2019
Previous inspection date	3 November 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 make good progress in their learning. The childminder offers children a very exciting and stimulating environment. This is effective in meeting the needs of children in her care. Children make independent choices in their play indoors and outdoors.
- The childminder continually evaluates her practice. She gathers the views of parents who comment very positively about her practice. Changes to the environment offer babies and young children further opportunities to explore using their senses.
- The childminder develops positive relationships with parents. She talks to them daily and shares information about children's learning. She provides them with a summary of their children's progress between the ages of two and three years.
- The childminder offers parents support to continue their children's learning at home. Parents ask her for advice about weaning and sleep routines for their children.
- The childminder works well in partnership with other early years settings children attend. She provides them with a summary of children's progress. This promotes consistency in the experiences children receive.
- The childminder and her assistants know children well and demonstrate good teaching skills. They adapt the environment appropriately to meet the different ages of the children in their care. For example, they provide a sink for older children to explore water. They put water in a tray on the floor for younger children and babies to investigate.
- The childminder and her assistants have not identified highly effective professional development opportunities to help raise teaching skills even higher.
- The childminder does not use assessments as precisely as possible to help older children achieve at the highest levels.

What the setting needs to do to improve further

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

- strengthen professional development opportunities to help raise the quality of teaching even higher
- consider how assessments can be used to help progress learning to the highest level for older children.

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 discussions with the childminder and her assistants. 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 and her assistants have a good understanding of their responsibilities to keep children safe from harm. They promote children's safety well. They constantly monitor the environment and remove any identified hazards. The childminder provides parents with information about how they can keep their children safe. For example, she gives them leaflets that explain appropriate safety restraints for children when they travel in a vehicle. Overall, the childminder supports her assistants well, and shares information with them about what children need to learn next. This enables them to support children consistently in their learning.

Quality of teaching, learning and assessment is good

Through effective observations the childminder and her assistants identify children's interests and capabilities. Children experience a wide range of opportunities to develop their social skills. They develop positive relationships with others. Parents say their children have grown in confidence. The childminder encourages children to share and to play alongside others. Children are confident communicators and talk to the childminder about their needs. The childminder encourages children to develop their mathematical skills. She asks them to count and to recognise numbers. The childminder helps babies and young children to develop their speaking skills. She uses words, such as 'squash' when children hold dough in their hands. The childminder demonstrates clenching and extending her hand. Children learn the meaning of words.

Personal development, behaviour and welfare are good

Children are physically active. The childminder makes sure that children receive daily opportunities for outdoor play. She takes children to the park to use larger apparatus. Children learn about their local community. The childminder and her assistant take children to the library and for walks in woodland. Children collect pine cones and leaves and use these for activities. The childminder provides opportunities for children to learn about healthy foods. She offers children a range of healthy snacks and meals. Children learn about the sugar content in certain foods. Children behave well. The childminder asks children to give her a 'high five' to praise their achievements. Children show high levels of self-esteem and emotional security. The childminder talks to children about the changes they will face when they move on to school, which helps children to be well prepared.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. They learn new skills that prepare them well for their eventual move on to school. For example, older children learn to recognise and write their name. Children who speak English as an additional language make good progress in their communication and language skills. They learn to speak and to understand English. Children share words in their home language with the childminder and other children.

Setting details

Unique reference number	EY406175
Local authority	Nottinghamshire County Council
Inspection number	10065318
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	13
Date of previous inspection	3 November 2015

The childminder registered in 2010 and lives in Mansfield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at a level 3. She provides funded early education for children aged two, three and four years. The childminder works with two assistants.

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Piccadilly Gate
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