

Childminder report

Inspection date	13 May 2019
Previous inspection date	18 January 2016

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 well-qualified and experienced childminder understands how children learn. She uses a broad range of good-quality resources in order to support and extend children's learning.
- Children make good progress. They show curiosity, enthusiasm and thoroughly enjoy the interesting activities on offer. The childminder uses clear demonstrations, instructions and questioning to help children learn.
- The childminder is a positive role model and forms close, caring relationships with the children in her care. This supports children's emotional well-being and builds a secure basis from which children are ready, and able, to learn.
- Children's behaviour is good. The childminder provides clear and consistent boundaries and frequently praises children for their achievements.
- The childminder evaluates the service she provides. She identifies her strengths and areas where she can improve. This helps to drive up the quality of her provision.
- The childminder works well in partnership with other settings children attend. She shares information with them such as children's changing interests and next steps in learning. This helps to ensure consistency in learning and to improve outcomes for children.
- Children have good opportunities to develop their understanding of similarities and differences about people in their community and the wider world.
- Children's good health and well-being are successfully promoted. They develop good hygiene practices, enjoy healthy snacks and participate in a variety of physical activities in the local community.
- Partnerships with parents are very strong. Parents are kept well informed about their children's progress. They report that they are confident in leaving their children, and that the childminder has helped with their children's development.
- Occasionally, the childminder does not make the most of adult-led activities to develop children's mathematical awareness of measure and capacity.

What the setting needs to do to improve further

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

- focus more precisely on extending children's developing understanding in both measure and capacity.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of adults living on the premises and the childminder's self-evaluation.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written feedback from parents.

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her legal responsibilities to protect children from abuse and neglect. She takes good advantage of training and guidance. This helps to make sure her knowledge of child protection is up to date. Thorough risk assessments of the home and outings enable the childminder to manage risks and minimise hazards. The childminder has a positive attitude to ongoing improvement. She uses online forums and professional development opportunities to successfully keep abreast of changes and improvements. For example, she has used learning from a recent conference to improve the way she reads stories to children. She uses different voices to bring stories to life and involves the children more in the storytelling process.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of how children learn. Her training and experience contribute positively to the quality of experiences children engage in. The childminder makes regular observations of children's development. She uses this information well to plan purposeful activities and identify next steps in learning. Children invite the childminder into their play. For example, while outside, she comes alongside the children and talks to them about their role play. The childminder helps the children fold the baby clothes and decide which items need washing. She introduces children to new words. They listen attentively and respond by copying and practising the language they hear. Children use complex sentences to share their ideas and confidently talk about events that have happened in the past.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. She offers a gradual settling-in process. This helps her to find out about children's interests and routines to promote continuity of care. The childminder supports children's healthy lifestyles. Food is freshly prepared each day and children are involved in making healthy choices at snack time. They have plenty of opportunities to be active in the garden and the local community. Children demonstrate increasing independence with their self-care skills. For instance, by washing their hands and helping to prepare fruit for snacks. Children's self-esteem is consistently promoted. This supports them to try new activities and extend their own learning during play.

Outcomes for children are good

All children are successful in learning a range of important skills that prepare them well for their eventual move on to school. They concentrate on their activities and are very interested and engaged in play and learning. Children enjoy using their imagination and making things, using tools such as scissors. They use glue and different types of media to make models. This helps children to develop their creative skills. Children gain independence as they make confident choices in their play. They participate enthusiastically in role-play activities and sustain their interests for extended periods of time. Children make good progress in early literacy skills. They learn to sound out the letters of their names.

Setting details

Unique reference number	EY414278
Local authority	Nottinghamshire County Council
Inspection number	10074554
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 January 2016

The childminder registered in 2010 and lives in Newark, Nottinghamshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

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