

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and happy and enjoy their time in the welcoming and homely environment. The childminder provides activities that engage the children well. Children show enthusiasm in their learning. They enjoy filling up boxes and bottles with pasta shapes. The youngest children show persistence as they try to shake out the pasta, showing great dexterity as they pick out each piece one at a time. Older children develop a good understanding of mathematical concepts as they compare 'full', 'empty', and 'half full' with the quantity of pasta shapes. The childminder promotes children's literacy skills well. Children talk confidently about their pictures and explain what the marks represent. They enjoy the activity of drawing round their own bodies and adding key features, such as eyes, ears, and nose. Older children identify similarities and differences between themselves and others. Younger children develop awareness of their own bodies. Children have ample opportunities to access fresh air and enjoy active play in the childminder's garden. They develop their physical skills, riding on wheeled toys and painting the fence with large paint brushes and water.

The childminder has high expectations for children's learning and development. She monitors the progress they are making and knows what they need to learn next. She plans activities and experiences that help children work towards important milestones for their age. Parents speak very highly of the childminder and say that they are overwhelmed by the support she has given their children.

What does the early years setting do well and what does it need to do better?

- The childminder gains information from parents about their children's routines, interests, and abilities before they start. She uses this information effectively to plan for children's individual learning. For example, the childminder regularly takes children to meet up with other local childminders and their children, which helps them to develop good social skills. Children are provided with a good variety of play and learning opportunities.
- The childminder recognises the importance of good speaking and listening skills for children's overall development. She talks regularly to the children. The childminder describes what the children are doing and introduces new words to increase their vocabulary. All children enjoy listening to stories read by the childminder. They sit together in the book area and are actively involved in the storytelling of familiar books.
- The childminder shares information with other settings that children attend. However, she is not obtaining information from all of these settings to ensure an understanding of what children are learning elsewhere and to inform assessment and future planning.
- Children's behaviour is good. The childminder notices when children share their

toys and praises them. This helps to strengthen their positive self-esteem and confidence. Children show responsibility as they tidy up their toys when they have finished playing with them.

- The childminder meets the needs of children of all ages. She adapts activities to enable all children to join in. However, she occasionally misses opportunities to use her observations of what children say and do to extend their learning during adult-led activities.
- The childminder is proactive in continuing her professional development and developing her teaching. For example, she has attended recent training on schemas. This has a positive impact on her provision and for children's outcomes. For instance, she gained a wider knowledge of how children learn, and different factors to their learning. This has helped her adapt her provision, particularly for the youngest children, to develop their exploration and curiosity.
- The childminder has established very good working relationships with parents, which enables children to settle well. Parents receive regular updates about activities their children have enjoyed and their achievements. The childminder provides information for parents on ways they can get involved in their children's learning. She regularly seeks feedback from parents and uses this information to help improve what she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She understands the procedures to follow to report any concerns about a child's welfare. This includes any allegations that are made against her or a household member. The childminder is aware of wider safeguarding issues and ensures that all policies are updated to reflect these. The childminder ensures that potential risks are identified and managed. She carries out regular fire drills to ensure children are aware of procedures in the event of an emergency. This helps her to ensure children's safety while they are in her care.

What does the setting need to do to improve?

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

- extend links with other settings that children attend to help develop a two-way flow of information to inform planning and support a consistent approach for children's learning
- increase opportunities to extend children's learning during adult-led activities.

Setting details

Unique reference number	EY439856
Local authority	Nottinghamshire County Council
Inspection number	10065347
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 2012 and lives in the Nuthall area of Nottingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The childminder and inspector conducted a learning walk to view the provision. They discussed the activities that the childminder plans and how these activities benefit children's learning and development.
- The inspector considered the views of parents from written comments provided.
- The inspector looked at documentation, including the safeguarding policy, training certificates, and children's learning records.
- The inspector spoke to the children throughout the inspection.
- The inspector checked the safety and security of the premises and the suitability of other adults living in the home.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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