

Childminder report

Inspection date	18 March 2019
Previous inspection date	25 May 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 childminder has a good understanding of how to support children's learning. She provides a wide range of exciting activities and uses good teaching methods to extend their learning through play. Children are motivated to learn and make good progress from their different starting points.
- The childminder uses assessments and observations well to help plan, support and shape children's learning experiences effectively. She identifies any gaps in children's learning and closes these quickly.
- Children behave well. The childminder is a positive role model. Children know exactly what is expected of them. They cooperate well with each other and share and take turns in their play.
- The childminder has good partnerships with parents. They work closely together, regularly sharing information about children's daily care routines and how well they are progressing in their learning.
- Children are active learners. For example, they confidently help themselves to a range of toys and activities. They take great delight in exploring the technology toys, pressing buttons and using microphones.
- The childminder gives children plenty of praise and encouragement. This supports their developing confidence and self-esteem particularly well.
- The childminder encourages children to be independent and extend their self-help skills. For example, she supports children to help with tasks, such as cleaning the table after activities.
- The childminder does not make the most of opportunities to extend older children's mathematical learning about weight and measure.
- The childminder's partnerships with other settings children attend are not fully successful. She has not established an effective two-way flow of information about children's learning and development, in order to achieve consistency between settings.

What the setting needs to do to improve further

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

- make the most of opportunities to further develop children's understanding of weight and measure to help to progress their mathematical skills even further
- develop more effective ways to share information about children's progress with other settings that children attend.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. He 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 written feedback and discussion.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms of abuse. She knows how to report any concerns she has regarding children's safety and welfare. The childminder assesses her home for risks prior to children attending and minimises hazards. She regularly reflects on her practice and identifies areas for improvement. For example, she is starting a book loan service for families to support their children's early reading skills. The childminder regularly accesses training courses. She conducts research online and meets with other childminders to share good practice and ideas. This has a positive impact on children's experiences and outcomes. Parents are highly complimentary about the childminder. They say their children thrive in her care, have fun and benefit from a wide variety of learning opportunities.

Quality of teaching, learning and assessment is good

The childminder is well qualified, experienced and passionate about her role. She is very skilled at using children's interests to engage them and enhance their learning and development. For example, activities are themed around sea life and zoo animals or caring for dolls and exploring the home corner. Children's communication and language skills are promoted effectively. The childminder asks well-thought-out questions and gives children time to process their thoughts and ideas. Children copy words that the childminder uses and this extends their vocabulary and speaking skills further. The childminder promotes children's small-muscle skills well. For example, she provides opportunities for children to use rollers and cutters as they explore play dough and make patterns and shapes.

Personal development, behaviour and welfare are good

The childminder works with parents over time to settle their child gradually into the setting. She discusses their routines so that children can rest and sleep as they need to. Children develop strong attachments to the childminder and frequently go to her for reassurance and cuddles. The childminder promotes healthy practices through the routines, such as washing hands before meals. The childminder encourages children to join in with tidying up and looking after the home and outside environment. Children benefit from healthy and nutritious meals and spend plenty of time being active in the outdoors. They learn about the world around them as they visit the library, farm and park. Children have many opportunities to learn to respect and care about each other and living things.

Outcomes for children are good

All children, including those in receipt of funding, learn a good range of important skills. They solve simple problems and think things through for themselves. Children gain independent self-help skills, learn to be self-reliant and complete tasks on their own. They enjoy expressing their ideas through activities that extend their imaginations. Children maintain high levels of concentration and engagement. This helps prepare them for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY439950
Local authority	Nottingham
Inspection number	10075033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 May 2016

The childminder registered in 2012 and lives in Nottingham. She operates all year round, from 8am until 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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