

Childminder Report

Inspection date

27 July 2016

Previous inspection date

21 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 are eager to join in with activities and approach their play with enthusiasm. They enjoy making safe and independent choices from the activities available to them. The childminder and her assistant successfully follow the children's lead when joining in with their play.
- The childminder and her assistant interact well with children to promote their understanding and speech development. They ask questions, encouraging the children to think about what is happening and what they are doing.
- Children are settled and happy. They develop secure emotional attachments with the childminder and her assistant and enjoy their cuddles, praise and reassurance. The childminder and her assistant are sensitive to the children's individual personalities, interests and capabilities, which enables them to successfully meet their different needs.
- The childminder and her assistant are good role models. They give clear guidance about expected behaviour. Children learn to share, take turns, cooperate with one another and behave well.

It is not yet outstanding because:

- The childminder and her assistant do not always take full advantage of opportunities to promote children's early numeracy skills during their play, activities and daily routines.
- The childminder and her assistant do not consistently ask parents to share information about children's learning when they first attend.

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 all opportunities to build on children's understanding of counting and quantity
- improve ways of gaining information from parents about their children's learning when they first begin at the setting.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the areas of the home used for childminding purposes.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and her assistant.
- The inspector looked at children's assessment records, risk assessments and a sample of policies.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of how to protect children and keep them safe from harm. They both have a clear understanding of the possible indicators of abuse. The childminder and her assistant manage risks to children so that the possibility of accidents is minimised. The childminder regularly shares children's progress with parents. Monitoring enables her to follow children's development and clearly see where any gaps are emerging. The qualified childminder and her assistant are highly experienced and regularly update their knowledge. The childminder makes sure her assistant is clear about their role and responsibilities. They keep their professional development up to date and make swift changes to practice to ensure it reflects the latest guidance.

Quality of teaching, learning and assessment is good

Children are provided with a well-organised environment, where they can access age-appropriate resources to support their learning. The childminder and her assistant have a good knowledge of how to promote children's learning. They display good teaching skills as they sit and play with the children, talking to them about taking turns. This helps develop children's social skills. The impact of teaching on children's learning is good. A range of activities is planned to meet children's developmental needs. The childminder and her assistant adapt their practice well to meet the unique learning needs of children. For example, they provide play dough equipment to support a child's individual next steps in learning. The childminder promotes children's language development through supportive interactions during routines and play activities. Children see words around the home, which helps support their early reading skills. All children, including those who speak English as an additional language, make good progress from their starting points.

Personal development, behaviour and welfare are good

Children are happy and develop good emotional attachments with the childminder, her assistant and other children that attend. Children are emotionally secure, as the childminder and her assistant are very caring. They praise children frequently, which helps them develop confidence and good self-esteem. Children enjoy many opportunities to play outdoors in the garden. They develop their growing physical skills well during active play. Children visit local parks, which offers them new experiences. The childminder skilfully supports and encourages children's independence in activities and care routines. Children feel proud to achieve things by themselves. This equips them well for their future learning. Children are learning about healthy lifestyles and are encouraged to try healthy snacks and meals.

Outcomes for children are good

All children make good progress given their starting points. Children are enthusiastic learners who are keen to engage in a range of challenging activities. They are confident communicators who are developing good social skills. Children are well prepared overall for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	EY449110
Local authority	Nottinghamshire
Inspection number	1043438
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	21 January 2014
Telephone number	

The childminder was registered in 2012 and lives in Mansfield, Nottinghamshire. She operates all year round from 5am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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