

Childminder Report

Inspection date

4 July 2016

Previous inspection date

17 October 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 confidently explore the space available to them and make choices about what they play with. The childminder provides toys and resources that she knows interest children. This motivates them to learn and they begin to develop their skills in purposeful and developmentally appropriate play.
- The childminder works very closely with parents to promote children's needs. She gathers relevant information about what children can do, and their routines when they start. She establishes a two-way flow of information with parents that significantly contributes to the good progress children make.
- The childminder takes children on an extensive range of outings into the local and wider community. Children learn how to socialise with adults and other children, and develop a good awareness of themselves and others.
- The childminder takes suitable steps to ensure that children are safe in her house and on outings. She talks to children about safety and promotes positive behaviour.
- The childminder has successfully addressed the actions raised at the last inspection. This has significantly improved the provision and the outcomes for children.

It is not yet outstanding because:

- Although children's progress is monitored effectively, the new process is not yet fully embedded or sharply focused enough on using all current information to make it even more accurate and precise.
- The childminder has started to use self-evaluation to identify the strengths of the setting, however she does not consistently focus on ways to continue improving the provision and outcomes for children towards the highest level.

What the setting needs to do to improve further

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

- embed the system for monitoring the progress of children's development across all areas of learning, and focus more sharply on how current information from the assessments of children can be better used to raise the level of children's achievements
- sharpen self-evaluation and focus this more on ways to continue to improve the provision and outcomes for 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members over 16 years and checked the qualifications of the childminder.
- The inspector and childminder undertook a joint observation and discussed the children's learning while they were engaged in the activities.
- The inspector took account of the views of parents and carers from recently completed satisfaction surveys.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibilities with regard to child protection. She is familiar with local safeguarding procedures and alert to signs that may indicate concerns about children's welfare. The childminder provides parents with a good range of policies and procedures. All required information is shared and permissions are gained from parents. This helps her run the provision effectively and promote individual children's health and safety. The childminder actively engages with other local childminders and has benefited from the recent training she has attended. The childminder understands her role in working together with other settings that children attend to complement children's learning.

Quality of teaching, learning and assessment is good

Teaching is good. The childminder questions children well and extends their thinking as she talks with them about what they are doing, and their past learning as they look through their learning journey records. The older children enjoy feeding the gerbils and take delight in naming them to the inspector. This supports their understanding of the natural world. Babies investigate the interactive equipment with lights and sounds. The childminder repeats words that describe their actions. This helps their language skills as they babble back to the childminder. The babies enjoy the close support of the childminder and she is very enthusiastic and playful. The childminder enables children to finish and revisit activities that interest them, to help them consolidate their learning.

Personal development, behaviour and welfare are good

The childminder effectively supports children's well-being as she is kind and caring. Information gained from parents is used consistently well to support children's well-being and feelings of being safe. Children form strong bonds with her and actively seek her out for support during their play. They are valued, and the childminder helps them to understand the need to consider each other's feelings. An example of this good practice includes older children supporting younger children in their play. Children learn about healthy practices as they engage in lively discussions about the need to wash their hands and the properties of healthy foods. They get plenty of fresh air and practise their physical skills. Children are very well behaved. Regular praise and encouragement from the childminder help children to develop their confidence and self-esteem. The childminder is a good role model. She teaches children to be kind and tolerant, and they quickly learn about the importance of respect and good manners.

Outcomes for children are good

Children are well supported to make good progress from their starting points. The childminder is skilled in promoting children's understanding, as well as their speaking and listening skills, as she plays and talks with them. Children have confidence in their own abilities and demonstrate a 'have a go' attitude to learning. They develop their independence skills well, understand positive hygiene practices and learn how to take care of their personal needs. Children gain good skills for their future learning and in readiness for the eventual move on to school.

Setting details

Unique reference number	EY449607
Local authority	Nottinghamshire
Inspection number	1044446
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	17 October 2014
Telephone number	

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

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