

Childminder Report

Inspection date

12 December 2016

Previous inspection date

4 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The quality of teaching is good. The childminder has a good understanding of how to support children's continued learning and development. This contributes to the good progress that they make.
- Children enjoy their time with the childminder. She takes into account children's current interests when planning activities which motivate children to play and develop their ongoing skills.
- Children are highly motivated and eager to learn. They concentrate for sustained periods of time and become deeply engrossed in their play. The childminder asks a good range of questions which allows children to explain their thinking.
- The childminder is well qualified and fully committed to her role. She has a great deal of knowledge, understanding and experience of working within the early years foundation stage. She uses this to good effect to provide high-quality provision for all children.
- The childminder reflects on her practice and asks for feedback from parents and children. She uses her findings to plan improvements to her provision that help to enhance outcomes for children.

It is not yet outstanding because:

- Although the childminder monitors children's progress, her assessments are not accurate enough to help her plan very precisely and achieve rapid progress in all children's learning.
- The childminder does not involve parents as much as possible in assessing children's progress.

What the setting needs to do to improve further

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

- make highly accurate assessments of children's progress and use these to plan very precisely for children's future learning, in order to increase the potential for them to make rapid progress
- encourage parents to share more information about what children are achieving at home, in order to involve parents more fully in the assessment of children's progress.

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. She discussed planning, policies and procedures.
- The inspector checked evidence of the suitability of all household members over 16 years old and checked evidence of the qualifications of the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents and older children from written references.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to promote children's well-being and ensure their safety. She can recognise potential signs and symptoms of abuse. The childminder is confident in the action to take if she has concerns about a child's welfare. She keeps policies up to date, particularly with regard to local child protection procedures. The childminder has formed effective relationships with parents and schools. An effective two-way flow of information helps to provide a consistent approach to children's care and learning and to support them at times of change. Self-evaluation is thorough and the childminder has thoughtfully reflected on her practice. Recommendations raised at the previous inspection have been addressed and the action taken has contributed to improving the outcomes for children.

Quality of teaching, learning and assessment is good

The childminder demonstrates many aspects of good teaching and her interactions with children are fun. She watches and listens carefully as children play. The childminder commentates on what they are doing, modelling language and developing vocabulary. She helps children to understand their achievements, encourages them and promotes their self-esteem and confidence effectively. The childminder is confident in knowing when to stand back and allow children to play and become deeply engrossed in what they are doing. Language and the art of conversation are fully promoted. For example, the childminder uses a 'treasure basket' with a Christmas theme to prompt discussion.

Personal development, behaviour and welfare are good

Children demonstrate exceptional levels of confidence and self-esteem. Highly effective, personalised arrangements when children first start help them to settle very quickly. The childminder is very nurturing and children receive an abundance of attention and praise. She is responsive to their needs, which helps children develop strong, trusting relationships with her. Children's emotional well-being is supported. The childminder consistently encourages children to make choices and complete tasks independently. This helps to prepare them extremely well for when they move on to school. Children benefit from eating a range of nutritious snacks and meals. They take part in physical activities. The childminder teaches children about healthy lifestyles and notably supports their physical health and well-being. Children regularly practise fire evacuation procedures. This helps to give them knowledge and skills they need to keep themselves safe.

Outcomes for children are good

Children are making good progress and the childminder is preparing them well for future learning. For example, they understand routines and boundaries and demonstrate friendly behaviour. Children have good imaginative skills and use a wide range of props and resources to support their role play. As younger children handle small objects they are developing skills that help with early writing. Children benefit from the many opportunities to develop their creativity. For example, they enjoy playing musical instruments as they sing and make music with the childminder. She helps them to learn about a variety of sounds and rhythms.

Setting details

Unique reference number	EY451607
Local authority	Nottinghamshire
Inspection number	1066197
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	4 March 2013
Telephone number	

The childminder was registered in 2012 and lives in Carlton, Nottinghamshire. She operates her provision all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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