

<b>Inspection date</b>	11 February 2015
Previous inspection date	21 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress in their learning and development because the childminder organises a range of planned activities for children to take part in. The childminder joins in their play and engages them in conversations to promote their communication and language skills.
- Children show they feel safe and secure with the childminder through their play and interactions. She treats them with kindness and care, which helps children gain a sense of belonging. Consequently, their emotional well-being is supported extremely well.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has a secure knowledge and understanding of child protection procedures and how to keep children safe.
- Children benefit from the effective partnerships that exist between the childminder and their parents. This ensures children's individual routines and specific needs are monitored closely.
- The childminder has a good understanding of the safeguarding and welfare requirements, which enables her to care for children safely. She has completed training in child protection, so she can respond appropriately to any concerns.
- The childminder has suitably addressed the recommendations raised at the last inspection. She shows a strong commitment to improving her provision.

### It is not yet outstanding because:

- Younger children's sensory skills are not maximised because some resources, such as treasure baskets and natural resources, are not as readily available for them to explore.
- The outdoor environment is not sufficiently utilised to fully support children's learning through the use of a wide range of resources and experiences.

## What the setting needs to do to improve further

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

- increase and make more available the already suitable range of toys for the younger children to explore using their sensory skills, for example, treasure baskets
- strengthen the outdoor provision by providing a stimulating range of resources and experiences, which are accessible and open-ended, to allow children to further explore, build, move and role play.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, the childminder's self-evaluation form 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 took account of the views of parents and carers from the childminder's recent parent survey.

### Inspector

Sue Riley

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. The childminder engages children well and plays alongside them, supporting their play. She helps them with their early literacy skills as they make marks with chalks. Children's communication and language skills are fostered well. The childminder encourages younger children to talk on the play phone and repeat words as they play. The childminder responds to children's individual learning needs by using her observations to good effect. This means children make good progress and are well prepared for the next phase in their learning at school. Younger children like to investigate a range of electronic resources, by pushing buttons on the toys and books. The childminder ensures resources are readily available for children to make their own choices. However, some toys and resources, such as natural resources and treasure baskets, are not always readily available to enhance the younger children's exploratory and sensory skills further.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy and settled in the childminder's care. They move around the home and designated playroom safely and freely. The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play area for children currently does not provide extensive opportunities to cover all areas of development in an inspiring environment. This means that some children's learning outdoors is not always maximised to continually allow them to play and explore for themselves. Children's behaviour is good and they receive plenty of praise. They learn how to keep themselves safe on outings and how to exit the premises in an emergency. The childminder works well with parents when children first start, which helps them settle into her care. Information is then shared regularly to keep parents fully informed about their child's care and learning. Parents are very positive about the childminder. Good partnerships with other settings improve continuity in children's learning. Children observe and follow the childminder's good hygiene routines during the day. The childminder provides healthy meals and snacks for children. Children develop good independence and self-care skills.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of how to implement the requirements of the Early Years Foundation Stage. She has a secure understanding of her role to protect and safeguard children. A wide range of policies are used effectively to support children's health, safety and well-being. The childminder reviews potential risks in the environment to ensure children are kept safe. Since the last inspection, the childminder has improved her knowledge of how to assess and plan for children's learning needs. Observations are used successfully to plan for children's next steps in learning. This has a positive impact on the progress children make. The childminder attends training in order to continue to improve her practice, and she is clear about her strengths and areas for improvement. She has devised an action plan to help her further promote good outcomes for children.

## Setting details

<b>Unique reference number</b>	EY427181
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	875869
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 November 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in West Bridgford, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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