

<b>Inspection date</b>	27 February 2015
Previous inspection date	11 July 2012

<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

- The childminder carries out regular observations and assessments of children's achievements in order to plan varied activities that support their next steps of learning. As a result, children progress well in all areas of their development.
- The quality of teaching is good. The childminder has a secure understanding of how children learn and develop. Children are eager to participate in activities and demonstrate high levels of engagement and concentration as they play.
- The childminder supports children's communication, language, literacy, and mathematical development well. Consequently, children are well prepared for school or the next stages of their learning.
- The childminder is a good role model. She offers clear expectations and instructions to the children. As a result, children behave well and learn how to keep themselves and others safe.
- Effective relationships with parents and other provisions children attend are established. This ensures children receive consistency in their care and learning.
- The childminder has a good understanding of her responsibilities and the procedures to follow should she have concerns about a child's welfare. She carries out effective daily risk assessments both within her home and when taking children to school and on outings.

### It is not yet outstanding because:

- The childminder does not use all opportunities to help children understand about similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- enhance children's knowledge of the similarities and differences between themselves, families, and people in the world around them. For example, by providing further activities that promote children's understanding and respect for other cultures, different occupations, and ways of life.

### Inspection activities

- The inspector observed children's activities in the childminder's home.
- The inspector conducted 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 assessment records and the planning documentation.
- The inspector checked evidence of suitability of all household members. She also checked a sample of policies and procedures and discussed the childminder's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents.

### Inspector

Jacky Kirk

## Inspection findings

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

The childminder provides a broad range of activities that covers the seven areas of learning. She provides children with the right balance of child-initiated and adult-led activities and resources that offer them appropriate challenge for their age. For example, children focus on completing jigsaws and seek to test themselves as they attempt to complete harder puzzles. Children count to 30 and beyond and easily recognise numbers from one to five. Additionally, they are able to correctly subtract numbers from five, tell the time, and use mathematical language, such as small and taller. Consequently, children are developing very good mathematical skills. The childminder promotes children's literacy development well. She complements children's learning at other provisions by providing them with opportunities to repeat phonic letter sounds and practice writing them. She skilfully questions children's understanding of the stories they read together. Children show good imaginative skills as they pretend to be police officers. However, there are fewer opportunities for children to learn about the customs, traditions and similarities of others.

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

The childminder's home is safe and welcoming. Children feel secure, form positive relationships with the childminder, and enjoy her praise and reassurance. Children learn good social skills and develop in confidence as the childminder takes younger children to local toddler groups. Outings to play and farm parks, bowling and swimming further promote children's independence and social skills. Consequently, children are emotionally well prepared as they move on to other settings. Children behave well and learn boundaries are in place to keep themselves and others safe. For example, they zip up the safety net when bouncing on the trampoline and understand the importance of sitting properly on adult chairs. The childminder works closely with parents in order to provide consistency in children's care and learning. She further supports older children's learning and development as she helps with their homework projects where appropriate.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements the requirements well. She regularly meets with other childminders and shares good practice ideas and childcare knowledge. The childminder uses this information to enhance the provision for children. The childminder demonstrates a well-organised approach to her role. She has effectively addressed the recommendations given at her last inspection. The effective monitoring of children's abilities quickly identifies any gaps in their learning. Consequently, the childminder plans appropriate next step activities in order to support children's ongoing learning and development. The childminder regularly discusses children's development with parents and shares their learning journeys with them.

## Setting details

<b>Unique reference number</b>	EY302770
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1003244
<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>	11 July 2012
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in the city of Nottingham. Her provision operates all year round from 6.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

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