

**Inspection date**

6 March 2015

Previous inspection date

5 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 develops children's speaking and listening skills well. She effectively incorporates strategies from the Every Child a Talker guidance and shares this information with parents, to promote all children's effective language acquisition.
- The childminder recognises the importance of children being able to value and use their first language as they play and learn. The childminder also models the corresponding words in English so that children learn and speak English well.
- The childminder and her assistants have a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.
- The childminder continues to extend her knowledge about how young children develop. She is passionate about providing interesting activities that enthuse and promote children's curiosity for learning.
- The childminder provides warm and caring relationships with all children so that their emotional well-being is promoted. As a result, they make good progress and achieve well in all areas of their learning and development.
- The childminder monitors the quality of her own teaching, and that of her assistants', to determine how well children progress in their learning. She ensures consistent adjustments and improvements are made to enhance the quality of teaching even further.

### It is not yet outstanding because:

- The childminder does not use the garden regularly so that children can fully develop their sensory experiences, exploration and investigative skills.
- Children who speak English as an additional language are not always fully supported to understand what happens next in the routine of the day.

## What the setting needs to do to improve further

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

- make more effective and regular use of the garden so that children can use their senses and investigate and explore the natural environment and resources available to them, in order to further promote and support all aspects of their development
- consider how children who speak English as an additional language can become even more familiar and comfortable with the routines of the day, for example, by using a sequence of photographs to show what is happening next.

### Inspection activities

- The inspector had a tour of the premises and observed the outdoor play space.
- The inspector observed a range of learning activities in the lounge and children preparing and eating their snack.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living and working on the premises, children's development records, risk assessments and a selection of policies and procedures.
- The inspector spoke to the childminder, assistant, children, parents and grandparents at appropriate times during the inspection.
- The inspector talked to the childminder about her plans for improvement.

### Inspector

Sally Smith

## Inspection findings

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

The childminder supports children's learning and development by paying close attention to their individual needs. Teaching is good and activities capture children's interests so that they are enthused and engaged. For example, children are keen to know the meaning of road signs and what the colours of traffic lights denote. Children readily share their new-found knowledge, informing the inspector that red means stop, while green means go. They apply this knowledge as they play with the cars and trucks on the road mat on the floor. Children stop and start the vehicles appropriately as the lights change. Their learning is enhanced as the stop and start principles are applied as they dance. Good use of recall, such as remembering road signs they see on outings, helps to reinforce their understanding. The childminder keenly promotes the development of children's communication and language. She encourages older children to describe what they are doing, and encourages younger children to learn new words and build more complex sentences.

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

Children revel in praise from the childminder, which boosts their self-esteem. She makes it clear that she expects children to act thoughtfully and safely. Their personal, social and emotional development is good and they show confidence and independence in all that they do. This supports their approach to all areas of learning and they achieve well. Routines are established, although children whose first language is not English do not always understand what they should do next. Children successfully manage their own needs. They help themselves to tissues and use the mirror to ensure their faces and noses are clean. Children visit local groups, which instils good interactions with others. It helps to prepare them for their move to school and future learning. Children enjoy mealtimes, learning where food comes from, the merits of a healthy diet, and how this helps them to grow strong. They dance around joyously, testing their bodies in different ways to stretch their physical skills. They enjoy being outside, although the garden is not used regularly to promote their sensory experiences and opportunities to investigate and explore.

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

The childminder shows a good understanding of the Early Years Foundation Stage and the quality of teaching and learning has improved significantly since the last inspection. She shows a real driving force for success and is clearly focused on improvement. She has completed an early years qualification and uses the knowledge gleaned, along with regular research into best early years practice, to enhance learning experiences for children even further. In addition, she has made improvements to the systems to track the progress each child makes. As a result, there is more thorough information that is precisely measured, and this has a positive impact on children's achievements. Good partnerships are established with parents and other settings that children attend so that their learning and development is consistently promoted.

## Setting details

<b>Unique reference number</b>	EY441088
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	978580
<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>	12
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 February 2014
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Retford, Nottinghamshire. She operates all year round from 7.30am to 6pm, except for bank holidays and her own holidays.

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