

Inspection date	30 March 2015
Previous inspection date	2 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good knowledge and understanding of how children learn and develop. As a result, she provides children with interesting and enjoyable activities that motivate them to join in.
- The childminder successfully promotes learning through children's interests and completes accurate assessments that consistently monitor children's progress.
- The childminder forms positive and caring relationships with children, who feel safe and secure in her care. As a result, children settle quickly.
- Children are learning to be independent and gain good self-esteem as the childminder praises them for their achievements. Their health and well-being is given high priority by the childminder.
- Partnership working with parents is effective as relevant information is shared to ensure children's individual needs are met. This means that children benefit from continuity in their care and learning.
- The childminder extends her knowledge and keeps qualifications up to date by attending short courses. This improves her ability to meet children's care and learning needs.

It is not yet outstanding because:

- Activities are occasionally overly directed, as the childminder uses constant verbal input and offers different resources. This reduces the opportunities for children to explore and solve problems for themselves.
- Children do not have enough opportunities to develop their understanding of similarities and difference, particularly with regard to other cultures.

What the setting needs to do to improve further

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

- provide children with further opportunities to solve problems, for example, by allowing them time to consider and test out possible solutions for themselves
- extend ways of supporting children's growing understanding of the similarities and differences that connect them to, and distinguish them from, others, for example, by providing a wider range of multicultural resources that reflect the wider world.

Inspection activities

- The inspector observed activities in the playroom, dining room and lounge.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability of the childminder and adult members of the household, and the childminder's training.

Inspector

Hayley Ruane

Inspection findings

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She understands how children learn, and supports them well. Older children label body parts on outlines of themselves. As a result, children develop early writing skills in preparation for school. When young children show an interest in wheeled toys, the childminder tests their understanding to see if they can find another car. However, occasionally the childminder, in her enthusiasm for the activity that is on offer, talks constantly to children and offers them different resources. This sometimes impacts on children's ability to think critically and solve problems for themselves. Children enjoy a good variety of outings. They visit places of interest, such as the museum, to learn about how children lived in the past. However, children do not have enough opportunities to learn about what makes them unique, or to develop their understanding of similarities and differences in the culture and backgrounds of others.

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

Children's independence and personal care skills, relative to their ages and capabilities, are promoted well. As a result, children gain confidence in their own abilities. The children follow good hygiene procedures, for example, as they wash their hands at appropriate times during the day. The childminder provides a range of healthy snacks. They play outside and go on walks daily. As a result, children learn about a healthy lifestyle and keeping physically active. The indoor and outdoor environments provide welcoming spaces for children, with a good range of age-appropriate toys and resources. Children can easily help themselves to these as they are at a low level and freely accessible. Children are emotionally prepared for school because, for example, they visit the school when dropping off older children. The childminder takes children to join special events at the school. As a result, children become familiar with the environment and the teachers.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She is aware of the procedures to follow should she have concerns about a child. The childminder creates a safe environment by reviewing risks regularly. She regularly seeks the views of parents and children to help her to reflect on the service she provides. The childminder continues to keep up to date with changes in legislation and practice by subscribing to magazines and meeting other childminders to discuss good practice. The childminder monitors children's development and is aware of the importance of identifying if children are experiencing delay in their development. She is aware of the importance of working with other professionals to ensure children's needs are met. Successful partnerships have been established with other early years settings the children attend. The childminder exchanges information to meet children's learning and care needs. As a result, she is able to provide a consistent learning experience for children.

Setting details

Unique reference number	EY389473
Local authority	Nottinghamshire
Inspection number	859192
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	2 November 2009
Telephone number	

The childminder was registered in 2009 and lives in Sutton-on-Trent. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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