

# Childminder Report

## Inspection date

27 April 2015

Previous inspection date

11 November 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder is not aware of the requirements regarding the progress check for children aged between two and three years. Consequently, parents are not provided with a written summary of this assessment.
- The childminder does not effectively review and check the quality of her work in order to make continuous improvements.
- Occasionally, children are not always given a broad enough range of experiences to build fully on their curiosity or interest in exploring the natural world.

### It has the following strengths

- Children relate well to the caring childminder and to each other. Consequently, children are happy and form secure emotional attachments, which enables them to feel confident in their surroundings.
- Parents speak highly of the childminder. They are pleased with the care and learning she provides for the children.
- The childminder knows the children well and interacts skilfully with them to extend their learning. As a result, children are acquiring the skills and attitudes to be ready for school.
- The childminder successfully identifies and minimises risks within her home and is aware of her responsibilities to protect children from abuse and neglect.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement the progress check for children between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas, identifying a child's strengths and any areas where a child's progress is less than expected.

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

- review and check the quality of practice more effectively to clearly target areas for improvements that will enhance the provision and outcomes for children
- enhance opportunities for children to be curious and make discoveries about the natural world and textures for example, by providing them with a wider range of natural resources to explore.

## **Inspection activities**

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers through written comments.

### **Inspector**

Dawn Larkin

## Inspection findings

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

The childminder demonstrates a suitable understanding of the Early Years Foundation Stage. However, she is not up to date with her knowledge. For example, she has not completed the legally required progress check for those children aged between two and three years. This means parents of young children are not given a written summary of their child's progress that they can share with their child's health visitor. The childminder does have some suitable processes in place to communicate with parents because she speaks to them daily about their children's care and learning. Children's personal, social and emotional development is effectively promoted because the childminder values their contributions and involves herself in their play. This enthuses and motivates them to join in. Children are given lots of time to explore toys and objects that interest them, and the childminder successfully promotes their learning by asking effective questions. However, there are less opportunities for children to discover things through their senses and be curious about the natural world. Children's communication and language skills are supported well by the childminder. This is because she uses a number of approaches to encourage good speaking and listening. For example, the childminder comments on what the children are doing and gets down to their level to ensure good eye contact. In addition, she makes sure she gives children time to respond to questions, so that children can think and have time to formulate their answers.

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

Children are very well behaved because the childminder uses age-appropriate strategies to support this. They are given clear boundaries and the childminder explains to children why their behaviour is unacceptable. The childminder consistently offers praise and encouragement, which helps to promote children's self-esteem and confidence. She has created a clean, safe and welcoming environment that promotes children's independence. A healthy lifestyle is encouraged by the childminder. Children are active and eat healthy snacks and meals. They enjoy lots of walks in the local environment and playing in the garden. Children are emotionally prepared for their move to school. This is because the childminder encourages the older children to have discussions with their younger friends about what it is like at school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder's evaluation of her practice is not effective enough to highlight clear areas for improvement. For example, she has not identified that she needs to update her knowledge about assessment requirements. Nevertheless, she does check on children's progress through the use of observations, and uses this information to support any gaps in the children's progress. The childminder completes the required training to make sure children's well-being is supported. For example, she keeps her first-aid certificate up to date. She has effective partnerships with other early years settings and the local school, which supports continuity of care and learning.

## Setting details

<b>Unique reference number</b>	258740
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	871624
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 November 2008
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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