

Childminder Report

Inspection date

17 June 2015

Previous inspection date

26 January 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

- Children receive good support to help them extend their developing communication skills, as the childminder consistently talks to them during activities and routines.
- Children make good progress in their development, because the childminder uses effective observations and assessments to plan interesting activities to target their individual learning.
- Children are happy, settled and feel secure with the childminder, due to her clear knowledge of how to support their preferences and individual routines.
- The childminder is enthusiastic and is a positive role model for children. She encourages them to say please and thank you, and to share and take turns. The childminder reinforces positive behaviour through effective use of praise and encouragement.
- Children are safe in the childminder's care, as she has a good understanding of how to safeguard children from harm. Daily detailed risk assessments mean that children are safe, both at the childminder's house and on outings.
- Partnership with parents are good, as the childminder keeps them fully involved and informed about their child's experiences and learning. Therefore, a consistent approach to children's learning is effective.
- The childminder monitors her educational provision well. She ensures that she is covering all areas of learning and is meeting children's individual needs.

It is not yet outstanding because:

- The childminder does not always make the most of planned activities to promote children's mathematical development, particularly for children preparing for school.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's skills in weighing and measuring and other mathematical concepts as part of planned activities, with particular regard for children preparing for school.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector reviewed evidence of the suitability of the childminder and her qualifications, including paediatric first-aid certificate.
- The inspector took into account the views of parents recorded by the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector evaluated activities with the childminder. The inspector also observed activities and care routines.
- The inspector sampled documents, including policies, procedures and children's learning records.

Inspector

Tracy Hopkins

Inspection findings

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning. This helps prepare them for their future learning and the move on to school. Teaching is effective, and the childminder ensures that children's individual interests and preferences are catered for. Children independently choose from a wide range of books, which supports their literacy skills, as they carefully turn the pages and comment on the pictures. During a baking activity, the childminder encourages children to carefully transfer spoonful's of flour into a large mixing bowl. She counts out the ingredients as the children add them. Children stir the mixture with enthusiasm, watching carefully when the dry ingredients change texture as the liquid is added. However, the childminder sometimes over prepares planned activities. For example, she weighs and measures the ingredients prior to the activity taking place. This means that opportunities to support and promote children's mathematical skills further are sometimes missed. That said, children are making consistently good progress in their learning, in relation to their starting points and capabilities.

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

The childminder has good quality resources, toys and equipment arranged in colourful boxes and baskets. In addition, a photo book displays many additional resources that are stored away or out of reach. This means that children are able to make individual choices of what they want to play with next. This develops their independence and confidence, in a welcoming and accessible environment. The childminder uses local community facilities, such as trips to the farm and the science museum to enhance children's learning of the word around them. Outings to playgroups further support their social development. This is because they develop the confidence to form friendships with other children, which helps them to feel comfortable when the time comes to move on to nursery and school. Children are encouraged to try and put on their own shoes prior to going out to play outdoors, supporting their self-help skills.

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

The childminder is very organised in her practice. She makes good use of training opportunities to enhance her practice. Furthermore, regular network meetings with other early years professionals, provide opportunities for the childminder to reflect. The childminder evaluates her practice well; she accurately identifies strengths and areas for further development in her practice. She uses questionnaires and ongoing discussion to gain parents' views of her provision. The childminder demonstrates a clear awareness of the procedures to follow should she have a concern about a child in her care. This helps to protect children's welfare. The childminder has plans in place to share information on children's development with other providers they attend, and initiates ongoing liaison with them. This promotes continuity in children's learning and development.

Setting details

Unique reference number	252644
Local authority	Nottinghamshire
Inspection number	866646
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	26 January 2009
Telephone number	

The childminder was registered in 1985 and lives in Mansfield, Nottinghamshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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