

# Childminder Report

**Inspection date**

9 February 2016

Previous inspection date

6 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder understands how well each child is progressing. She uses her precise assessments and information from parents and other providers to identify clear next steps for each child's future learning. The childminder skilfully follows these up in activities that stimulate children's enjoyment and imagination.
- The childminder is friendly and attentive, creating a welcoming and homely atmosphere. Children are given encouragement and reassurance to help them adjust to the childminder's care. They quickly settle and get to know the routines and their surroundings. This enables them to feel comfortable to explore and learn.
- The childminder is knowledgeable and well qualified. Her care and teaching skills are good. She regularly attends courses and completes her own research which she often shares with children and parents. The childminder values and follows up advice and ideas for best practice from other early years practitioners and advisers.
- The childminder has good relationships with parents, other early years providers and a local school. She effectively works in partnership to meet children's needs and to prepare children for starting playgroup and school. The childminder uses the information she gains from sharing practice with other professionals, to further develop her own teaching and improve learning experiences for children.

**It is not yet outstanding because:**

- The childminder's organisation of resources does not fully enable children to make independent choices and follow their own ideas for spontaneous play.
- The childminder does not take every opportunity to enhance children's understanding of how to consider and manage the possible risks involved in their chosen activities.

## What the setting needs to do to improve further

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

- improve opportunities for children to help themselves to books, toys and resources
- develop children's understanding of risk further and help them to consider how to manage their own safety during activities.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's training and suitability, and discussed her plans for improvement.
- The inspector took account of parents' views expressed in their discussions with her and from their written feedback to the childminder.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder consistently checks that her provision meets children's and families' needs. She acts on parents' comments and effectively monitors her procedures and practice. The childminder's robust tracking of children's progress enables her to promptly identify and address gaps in her teaching or children's learning. She draws on her training and research to update her policies and to guide parents about matters relating to children's well-being. The childminder's good relationships with parents ensure she knows about children's backgrounds, needs and interests. Parents comment on the childminder's care, how much their children enjoy attending and how they are kept informed about their children's activities and progress. The arrangements for safeguarding are effective. The childminder supervises children closely to keep them safe. She attends regular safeguarding training and updates her procedures to reflect current child protection issues. She has a sound understanding of abuse and neglect and carefully monitors children's welfare. She knows what to do if she has concerns about a child.

### Quality of teaching, learning and assessment is good

Children enjoy rich and varied activities at the childminder's home and in the local community. The childminder skilfully adapts her teaching to cater for children's differing abilities, and to promote their interests and next steps for learning. She successfully helps young children to learn about and enjoy special events. For example, children draw pictures and make collages depicting pancakes. Children then enjoy role play when they eagerly create and toss pancakes made from play dough. The childminder interacts well with children who become increasingly articulate speakers. She develops their listening, understanding and vocabulary during lively discussions. The childminder effectively fosters children's skills in early mathematics. They count and compare numbers, shapes, colours and sizes during activities and routines. Children are developing good literacy skills. They enjoy stories, songs and rhymes, and opportunities to make marks.

### Personal development, behaviour and welfare are good

Children behave well. They play cooperatively, enjoy each other's company and make friends. The childminder extends children's emotional and social skills by involving them in activities in the local community. These help children to confidently mix and learn in larger groups and in different surroundings, in readiness for starting at playgroup or school. The childminder successfully involves older children in helping with various tasks. They enjoy finding the items needed for nappy change routines. Children make healthy choices about what they want to eat and help the childminder to get their food ready. The childminder also ensures they have regular physical play to promote their good health.

### Outcomes for children are good

Babies and children make good progress in relation to their starting points. They develop growing independence in seeing to their personal care needs and are confident in group situations. They are enthusiastic, articulate and imaginative learners who are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	EY407051
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	850800
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 October 2010
<b>Telephone number</b>	

The childminder was registered in 2010, and lives in Tollerton, Nottingham. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder has close links with a local school and playgroup.

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Piccadilly Gate  
Store St  
Manchester  
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