

# Childminder Report

**Inspection date**

10 March 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Teaching is consistently good. The experienced childminder has a good knowledge of how children learn and develop. She identifies the individual abilities and needs of the children in her care, by observing and monitoring their achievements closely.
- The childminder's accurate and precise assessments of the progress children make help her to identify any gaps in their learning. She plans interesting activities that engage, and challenge children and help to promote their next steps in learning.
- The childminder supports children's self-confidence and self-assurance well. Babies and children settle quickly in her care. The childminder helps children to feel more confident in trying new activities and interacting with others when they visit children's community groups.
- Children form close bonds with the childminder. They demonstrate that they feel safe and secure in her care. Children behave well and understand the importance of sharing and being kind to their friends.

### It is not yet outstanding because:

- Information gained from parents about their children's achievements at home, is not used effectively enough to help the childminder strengthen her own assessments of children's progress and fully inform her plans for their next steps in learning.
- The childminder occasionally asks children too many questions in quick succession. This means children are not always given sufficient time to think about the question and to form their response.
- The childminder does not always encourage children enough to do things that are within their capabilities. For example, she washes children's hands for them, rather than encouraging them to do it themselves.

## What the setting needs to do to improve further

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

- make better use of the information parents share about their children's achievements at home to plan even more precisely for children's next steps in learning
- give children more time to think about the questions they are asked and how they want to respond
- give more encouragement to children to develop their independence skills in-line with their capabilities.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector observed and jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at a sample of the childminder's policies and procedures, and discussed the childminder's self-evaluation form and plans for improvement.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a thorough understanding of her role and responsibilities to protect children. She knows the correct procedures to take should she have any concerns regarding their welfare. The childminder regularly evaluates her practice, and uses her findings to improve the provision and her care for children. She understands how best to use any additional funding children receive to help them progress well. For example, funding has been spent on resources that help promote older children's understanding of mathematical concepts. The childminder is well organised and manages her setting efficiently. A range of well-implemented policies and procedures helps her to promote children's well-being. The childminder regularly attends the local authority, childminder network meetings. The information shared there helps her in keeping up to date with changes in legislation and improve her childcare knowledge.

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

The childminder uses information from parents about what their children can already do when they first start in her care effectively to plan activities that promote children's learning from the outset. She keeps parents well informed about the development their children make through, discussion, daily dairies and by sharing electronic progress summaries. Termly newsletters give parents ideas of how they can further support their children's learning at home. Babies and toddlers eagerly choose an item from the box, and bounce up and down in anticipation of the accompanying nursery rhyme the childminder will sing with them. These singing sessions help children to play cooperatively and take turns. Older children are starting to recognise the initial sound in words and can identify the spelling of their own name.

### Personal development, behaviour and welfare are good

The childminder praises children's achievements and acts of kindness. This helps to give children a strong sense of belonging and boosts their self-confidence. The childminder actively promotes equality, tolerance and understanding throughout her practice. The childminder takes children to various activity groups within the local community. She provides children with many opportunities to learn about, value and appreciate the differences in people and communities beyond their own. The childminder successfully promotes children's imaginative skills based on their first-hand experiences. For example, children become very absorbed in a doctor role-play game. This also helps them to appreciate the importance of keeping their bodies healthy, as well as being caring towards others.

### Outcomes for children are good

All children make very good progress from their starting points. Toddlers babble enthusiastically and demonstrate good listening and attention skills. Older children are good talkers and express themselves well. They understand and use the past, present, and future tense. Older children hold up the correct number of fingers to represent the number of frogs in a song. These skills contribute to children being well prepared for the next stages in their learning, such as moving on to school.

## Setting details

<b>Unique reference number</b>	EY478816
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	981012
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Nottingham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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