

Childminder Report

Inspection date

20 June 2016

Previous inspection date

30 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children have trusting and affectionate relationships with the childminder. They demonstrate that they are happy in her care as they easily approach her for support and enjoy her relaxed manner. Consequently, they play confidently, enjoy their learning and make good progress in their development.
- Children are very self-assured. They behave exceptionally well and know what is expected of them. Children take ownership of the house rules as they have had a say in making them and know what they are.
- The childminder helps children to understand how to make healthy lifestyle choices. She ensures that they have regular fresh air and exercise in the garden, on the allotment and on outings. Meals are nutritious and balanced and the childminder makes sure that children are well hydrated.
- The childminder builds successful relationships with parents. She provides a caring family environment in which children demonstrate they feel safe and secure and have a strong sense of belonging.
- The childminder has successfully addressed the actions raised at the last inspection. This has significantly improved the provision and the outcomes for children.

It is not yet outstanding because:

- The childminder's professional development plans do not focus sharply enough on continuing to develop her knowledge and teaching skills even further.
- The childminder does not use assessments of children's development well enough to sharply focus on their next steps in learning, in order to ensure they are making the very best possible progress.

What the setting needs to do to improve further

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

- refine the assessment process, so that it is more precise, sharply focused and links more effectively to children's next steps of learning to ensure they are making the best possible progress
- explore ways to engage in professional development opportunities that focus more precisely on further developing knowledge and skills and raising the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability of all household members over 16 years of age and checked the qualifications of the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, the childminder's self-evaluation form and a selection of policies and procedures.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. She has high expectations for what children can achieve and demonstrates a passionate drive to help all children reach their full potential. Good links with other settings children attend mean that information about their achievements is shared effectively. The childminder regularly discusses children's progress with parents. Through self-evaluation, she takes into account the views of children and their parents and uses these to reflect on the quality of her provision.

Quality of teaching, learning and assessment is good

Children receive good attention, have fun and are making good progress. The childminder extends children's learning during play activities. She uses good teaching skills as she asks questions and adds additional resources to activities to further enhance children's learning. She recognises that children enjoy messy play. Children eagerly explore jelly to find numbers the childminder has hidden in it. They are able to recognise the numbers and place them in the correct numerical order. Children's concentration is excellent. To further extend number recognition, children use number cards to copy as they pretend to telephone people during their play. Children enthusiastically initiate and lead the imaginative play as they pretend to telephone the doctor when the doll has a poorly leg. Regular exchanges of information about children's achievements and parents' positive contributions to their assessments ensure their learning is supported at home.

Personal development, behaviour and welfare are good

Children play in a homely and well-organised environment. A wealth of toys, games and resources, both indoors and outside, is easily accessible to children. This helps promote their exploration and independence skills. The childminder knows the children and their families exceptionally well. Good quality information is gathered from parents when children start in the setting to provide continuity of care and to support learning and development. This helps children to settle quickly and feel comfortable, safe and secure. Children are well supported to learn about making healthy choices and keeping themselves safe, including when older children use the internet.

Outcomes for children are good

Children are making good progress in their learning and development. They are effectively acquiring the necessary skills in preparation for their next stage in learning, including school. Children show high levels of maturity for their ages and stages of development. They are able to concentrate and focus on tasks for long periods. Children are learning about the world, other people, who they are and what they can do. They are successfully developing their communication and language skills, helping to shape their social and interpersonal skills. Children are confident, active learners, who have a strong motivation to learn.

Setting details

Unique reference number	EY451197
Local authority	Nottinghamshire
Inspection number	1042817
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	30 January 2013
Telephone number	

The childminder was registered in 2012 and lives in Beeston, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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