

# Childminder Report

**Inspection date**

13 June 2017

Previous inspection date

6 March 2015

<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 uses open questions to encourage children to think and to work things out for themselves.
- The childminder knows the children well. She works sensitively with parents to meet their children's needs.
- The childminder has a high level of commitment to further training and the progression of her professional qualifications, which she uses to improve practice.
- The childminder purposefully allows children the space to concentrate and focus on their learning.
- The childminder has warm and supportive relationships with the children. She praises children and gives explanations to encourage appropriate behaviours.

### It is not yet outstanding because:

- Occasionally, the childminder does not maintain her focus on children's responses to questions or may interrupt children's communications with others.
- The childminder does not always help older children to think about how to use tools safely and to have a more independent role within an activity, for example, when using a knife to prepare fruit for their snacks
- Children are not always included in the practice of emergency evacuation drills.
- Sessions designed to offer support and coaching to assistants are provided by the childminder. However, they are not fully embedded into practice.

## What the setting needs to do to improve further

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

- further develop practice, so that children are given more time to respond when questions are put to them, and allow them to communicate with others without interruption
- help children to understand about how to use tools safely, so they try new things for themselves, with less adult intervention
- involve children more in the practice of emergency evacuation drills
- further develop discussions held with assistants to strengthen the support, coaching and training provided to them, and maximise opportunities to discuss any confidential matters relating to children.

### Inspection activities

- The inspector had discussions with the childminder, assistant and parents.
- The inspector observed the premises, and activities and teaching indoors and outdoors.
- The inspector looked at relevant documentation, including risk assessments, qualification and training certificates held by the childminder and assistants, and records for children's starting points and assessment of their progress.
- The inspector took account of the written comments provided by parents.

### Inspector

Mark Evans

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have completed relevant child protection training and have a good understanding of how to safeguard children's welfare. Other relevant training is completed, for example, 'approach to early mathematics' and 'safer sleeping for babies', to further improve the quality of teaching and care provided to children. Assistant are given an induction when they start, which develops their understanding of how to keep children safe and healthy. The childminder offers support to assistants regarding their practice. However these sessions lack the structure needed to provide support, coaching and training, or to serve as an opportunity to discuss any confidential matters relating to children. To reflect on practice, the childminder has devised a self-evaluation document. This identifies what is working well and what changes will help to further improve practice. Parents confirm that they have good relationships with the childminder. This supports the well-being of the children.

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

The environment includes a comfortable, well-resourced playroom. The childminder and assistant occasionally stand back from an activity to allow children space to experiment and follow their interests. Younger children make large sweeping marks with their hands in a tray of dried rice and lentils and others experiment with filling and pouring. Children develop knowledge of geometrical shapes, by selecting shape cards and presenting them to the childminder. With support, older children observe the form of more complex shapes and name them. Younger children are developing language skills to enhance their communication with others, as they show interest in what they see. For example, a young child pointed to an older child making bubbles, said the child's name and the word 'bubbles'. Assessment and planning of next steps are used to support children's learning.

### Personal development, behaviour and welfare are good

Children develop interest and understanding of the natural outdoor environment. They observe how plants grow and pick fruits to be eaten. For example, selecting strawberries, which they wash and then eat. This promotes the enjoyment of natural foods and good health. Children are given opportunities to develop their independence. For example, with washing themselves after toileting and before eating. However, children are not always included in emergency evacuation drills and their involvement in preparing snack foods is sometimes restricted unnecessarily. Older children begin to nurture the involvement of younger children in some of their play, which is encouraged by the childminder. Younger children show interest and learn from older children as they play. For example, watching an older child fill a mould with sand and then joining in to help them with this activity.

### Outcomes for children are good

Children are supported well by the childminder and make good progress in their learning and development. They show interest in their environment and are well prepared for the next stage in their learning. Children use mathematics to assist problem solving. For example, older children count how many bowls are needed for snack time in relation to the number of children present.

## Setting details

<b>Unique reference number</b>	EY441088
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1045477
<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 - 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 March 2015
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Retford, Nottinghamshire. She operates all year round from 8.00am to 5pm, except for bank holidays and her own holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

