

Childminder Report

Inspection date

6 November 2017

Previous inspection date

15 May 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Children show that they have warm and secure relationships with the childminder. The childminder effectively supports their emotional well-being.
- The childminder provides a relaxed and homely environment where children develop a good sense of belonging. Toys and activities are presented attractively and stored at low level in order to help children make independent choices in their play.
- The childminder understands how children learn through play. She uses her observations and assessments of children's play to plan precisely for the next steps in their learning. Children make good progress in their learning and development.
- Children benefit greatly from the well-planned activities that help them to develop an understanding about nature. For example, they explore pumpkins, acorns and fir cones, and use magnifying glasses to look at them closely and in more detail.
- The childminder keeps parents well informed of their child's learning and welfare. Information is exchanged regularly between them to support children's learning at home and in the setting.

It is not yet outstanding because:

- On occasions, the childminder does not make the most of opportunities to extend children's learning and understanding about how to keep themselves safe.
- The childminder does not seek and act on the views of parents and children about the service they receive, to enhance her process of self-evaluation.

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 extend children's learning and deepen their understanding about safety and how to keep themselves safe
- seek, evaluate and act on the views of parents and children, to drive continual improvement in practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living on the premises and the qualifications of the childminder.
- The inspector took account of the views of parents.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder supervises children closely and completes thorough risk assessments on areas that children access. She has a secure knowledge of the possible signs and symptoms of abuse and the wider issues surrounding child protection. The childminder shows commitment to improving the outcomes for children. For example, she has recently completed a very wide range of training and implemented her new knowledge successfully into her practice. The childminder has good partnerships with other early settings that children also attend, to ensure continuity of care and learning.

Quality of teaching, learning and assessment is good

The childminder takes swift action to build on children's interests. For example, she plans opportunities for children's further exploration of natural and real resources, to extend their learning experiences. After children collect fir cones from the park, the childminder effectively plans to use these in an activity that is appropriate for the ages and stages of development of the children. Children show good levels of concentration and become deeply involved in the activity. They enthusiastically mix and manipulate a range of ingredients, using their hands. They squeeze the mixture into the gaps in the fir cones to create bird feeders. The childminder supports children's communication and language development well. For instance, she encourages children to describe what the mixture feels like and children call out words, such as 'sticky' and 'squidgy'.

Personal development, behaviour and welfare are good

Children are well behaved. They know what is expected of them and are familiar with the routines. For example, they independently take off their coats and hang them up on their designated peg, and also take off their shoes before playing in the childminder's home. The childminder praises children on their achievements and displays their artwork, valuing what they have made to help raise their sense of self-esteem. Children's health is promoted well. For example, they regularly spend time outside in the fresh air and walk to and from school. The childminder talks to children about foods that help them to grow and be strong, and mealtimes are a social occasion. Children access books and toys that positively show people's differences and learn about cultural celebrations and events.

Outcomes for children are good

All children make good progress in their learning from their starting points. Children settle quickly because the childminder uses information from parents from the start to support them. Children are motivated in their play and are confident and active learners. They quickly develop the skills they need in readiness for the next stage in their learning and their eventual move on to school. Children are eager to practise their mathematical and early literacy skills. They make marks on various surfaces and use tools, such as tweezers, to pick up smaller objects and gain dexterity. Children count the grapes in their lunch boxes and describe the shapes of their sandwiches, using words, such as 'triangle'.

Setting details

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|------------------------------------|---|
| Unique reference number | EY468714 |
| Local authority | Nottinghamshire |
| Inspection number | 1102740 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 7 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | 15 May 2014 |
| Telephone number | |

The childminder registered in 2013 and lives in Retford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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