

# Childminder Report

**Inspection date**

23 November 2017

Previous inspection date

15 October 2014

<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

- Children form secure attachments to the childminder. She is a positive role model and manages children's behaviour effectively. This has a positive impact on children's emotional well-being and they demonstrate that they feel safe in her care.
- Partnerships with parents are effective. The childminder exchanges information with parents regularly and encourages them to contribute to their children's learning and development at home.
- Children show curiosity and enthusiasm, and thoroughly enjoy the interesting activities on offer. The childminder provides clear demonstrations and instructions, and makes use of questioning to help children learn. Children make good progress.
- The childminder effectively develops children's communication and language skills. For instance, she reads stories, engages children in conversation and introduces new words.
- Children benefit from good opportunities to develop and maintain a healthy lifestyle. The childminder plans daily outdoor activities, which includes visits to local parks and community groups. This supports children's physical and social development.

### It is not yet outstanding because:

- The childminder does not find out as much as she can from parents about what their children already know and can do before they start, to enable her to plan thoroughly and build on their learning right from the outset.
- The childminder does not always provide children with the time or the opportunity to develop their thinking skills.

## What the setting needs to do to improve further

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

- gather more detailed information about the skills and abilities children already have when they first start, and use this information to plan for each child's learning
- provide children with the time and opportunity to develop their thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during a range of different activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and assessed the childminder's knowledge and understanding of children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and persons living in the household.
- The inspector took account of parents' and children's views.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs that would give her a child protection concern and the appropriate procedures to follow to safeguard children. Risk assessments are carried out around the home and for outings to ensure that risks are minimised, to help keep children safe. The childminder uses self-evaluation to reflect on her practice and identify ways to develop her skills further and to support good outcomes for children. For example, a current priority for improvement is to extend learning opportunities in her garden, to support those children who prefer to learn outdoors. The childminder completes further training and meets regularly with other childminders to support her in developing her practice. She works closely with other early years settings that children attend, to promote consistency in children's experiences. Parents speak highly of the childminder and the nurturing environment that she creates.

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

The childminder has a good understanding of children's ongoing abilities. She shares regular observations of children's development with parents, to keep them informed of their child's achievements. Rigorous monitoring of children's progress enables the childminder to note any weaker areas in their learning. She takes prompt action to address these. The childminder provides an effective range of planned and free-play activities. Children engage well in activities, such as singing and playing musical instruments. Children learn to operate technology, such as exploring toys with buttons. They have great fun washing the dolls, making sure they are all clean. Children dig in the sand and make patterns. They enjoy looking at family photographs.

### Personal development, behaviour and welfare are good

The childminder is sensitive to the changing needs of children. For example, she knows when children need extra support or are tired, and adapts her plans to support them. Children have access to a wealth of resources. They have many opportunities to practise a range of skills, including movement and coordination, and they develop self-confidence. Children are eager to play in the garden. They play on the trampoline and enjoy playing on the slide. The childminder helps to develop their vocabulary, such as when she talks about how high up they are. Children learn to understand and appreciate diversity. They participate in activities, such as tasting traditional foods from other countries.

### Outcomes for children are good

Children spend time at local activity groups with the childminder, learning to form positive friendships with other children and adults. Younger children babble enthusiastically and copy words in response to the childminder's interactions. Children enjoy many creative play opportunities. For example, toddlers develop their finger muscles as they make marks in yoghurt. Children are familiar with good hygiene routines and enjoy washing their hands before eating. Children develop a wide range of skills they need in preparation for learning at school.

## Setting details

<b>Unique reference number</b>	EY440872
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1105393
<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>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 October 2014
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Retford. The childminder operates Monday, Tuesday, Thursday and Friday from 8am to 6pm, all year round, except for bank holidays and family holidays.

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Piccadilly Gate  
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