

# Childminder report

<b>Inspection date</b>	14 November 2018
Previous inspection date	Not applicable

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

### The provision is good

- The childminder is committed to providing the best quality care and education for children. She has robust policies and procedures in place to help underpin her good practice. Furthermore, she works closely with her co-childminder to plan a curriculum that offers children rich and diverse experiences and activities.
- The childminder knows the children very well and provides activities that are well matched to their capabilities and interests. Children are engaged in their play for significant amounts of time and make consistently good progress in their overall development.
- Children have formed lovely relationships with the childminder. They are happy, secure and settled in their environment and demonstrate high levels of confidence.
- Children behave well, given their young age and stage of development. The childminder helps children to be kind, respectful and caring. She is a good role model and supports them to manage their feelings appropriately.
- The childminder provides children with plenty of choices to help promote their independence. Children have the freedom to explore and discover in their own ways and can choose to play indoors or outdoors.
- The childminder's qualification has a positive impact on her teaching skills. Observations and assessments are completed regularly and are accurate and concise. The childminder uses her assessments of children to monitor carefully the progress they make. This robust tracking quickly allows the childminder to identify any weaker areas of children's development, to support their continued good progress.

### It is not yet outstanding because:

- The childminder does not gather enough feedback from parents to help drive continual improvement.
- The childminder does not share enough information with parents about children's development to help parents to enhance children's learning at home and accelerate their progress even more.

## What the setting needs to do to improve further

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

- improve self-evaluation and include the views of parents to help drive continual improvement
- share more information with parents about how to support and extend children's learning and development further at home, to accelerate their progress even more.

### Inspection activities

- The inspector observed the children during indoor and outdoor activities, as well as mealtimes.
- The inspector completed an observation of the childminder during an adult-led activity and evaluated it alongside the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector sampled various documents, including children's learning records, risk assessments and a selection of policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of inspection.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes regular safeguarding training. She is confident in her knowledge of the signs of abuse and knows how to report possible concerns. The childminder is committed to developing her early years knowledge and skills. She regularly attends professional development opportunities and networks with other professionals. This helps her to share good practice and remain up to date with any changes. The childminder has enhanced her knowledge of how to plan for children's next steps in learning. This has a positive impact on children's outcomes as she plans more precisely for individual children. Overall, the childminder has formed good relationships with parents. She gathers relevant information from parents when children first start, to help her meet children's needs. Parents speak highly of the childminder and are particularly impressed with the progress their children make while in her care.

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

The childminder interacts with children extremely well as they play. She encourages children to ask questions and engages in lovely, meaningful conversations with them. The childminder supports children's listening and attention skills through a variety of activities. For example, during a music-and-movement session, children show excitement in exploring the different sounds the musical instruments make. They listen intently as the childminder enthusiastically sings to them. The childminder is involved with many local community events and uses these as a way in which she can provide the children with opportunities to learn about the world around them. Children further develop important social skills as they make new friends.

### Personal development, behaviour and welfare are good

The childminder prioritises children's health, safety and emotional well-being. She uses robust ways to help children settle in and feel secure in their new environment. Children enjoy developing their self-help skills. They show an awareness of good health and good hygiene, for example, when they wash their hands before lunch. Children have the freedom to explore and discover in their own ways and can choose to play indoors or outdoors. The childminder takes a great deal of time and shows consideration in explaining why they do things they do. For example, during lunch she discusses with the children why they need to chew their food carefully and slowly, to avoid indigestion. The childminder teaches children about other people and places in the world, as well as their own community. Children benefit from fresh air and exercise as they play in the garden and go on walks with the childminder.

### Outcomes for children are good

Children make good progress in relation to their starting points and are working in the stages typically expected for their age. Young children are confident and develop good speech and language skills. They develop early literacy skills as they make marks with chalk outside and enjoy listening to stories. Children show increasing ability to use resources independently and persevere to learn new skills.

## Setting details

<b>Unique reference number</b>	EY550407
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10084081
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She operates from Bulwell, Nottingham. She works all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She holds a childcare qualification at level 3.

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