

Childminder report

Inspection date	26 March 2019
Previous inspection date	10 November 2015

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

This provision is good

- The childminder uses her skills and experience to promote children's development effectively. She observes, assesses and plans well for children's next stage in their learning.
- Children make good progress. They are motivated to learn through play, planned activities and outings. The childminder promotes learning by providing activities and resources that reflect children's individual likes and interests.
- The childminder supports children's learning about diversity with regards to different traditions, beliefs, families and communities beyond their own experiences.
- The childminder provides a warm, welcoming and stimulating environment where children have access to a wide range of easily accessible resources. They make independent choices as they play.
- The childminder carries out assessments, such as the progress check for children between the ages of two and three years, and shares this with parents and other professionals.
- The childminder has clear expectations and is a good role model for positive behaviour. Children are polite, considerate and helpful to others.
- The childminder communicates and interacts well with children during their play, helping them to develop good language and social skills.
- The childminder has developed positive partnerships with parents. She provides them with a good range of information and they work together well to meet children's individual care and learning needs.
- The childminder does not regularly seek the views of parents and children to further build on evaluations of her practice and achieve continuous improvement at a higher level.
- The childminder does not explore all opportunities for professional development, so that she can continue to develop her teaching skills for the benefit of children.

What the setting needs to do to improve further

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

- consider ways of seeking the views of parents and children, to further evaluate the provision and target areas for continuous improvement
- extend the plan for professional development to increase knowledge and skills further, to enhance future practice for children's care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the adults living on the premises.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date. She is well informed about child protection procedures and knows who to contact should she have a safeguarding concern. The childminder places a high importance on the safety of children and is vigilant about their security. She assesses risks effectively and minimises potential hazards in her home, garden and while on outings. The childminder monitors children's progress very closely. She quickly identifies gaps in their learning so these can be addressed swiftly. The childminder promotes strong partnerships with other providers, including childminding colleagues and the local school. This supports a coordinated approach to children's care and well-being. Parents report that they are highly satisfied with the service the childminder provides. They comment upon the daily updates they receive on their child's progress and the good opportunities they have to support learning at home.

Quality of teaching, learning and assessment is good

The childminder knows children's individual needs and abilities well. She makes good use of information from parents to identify children's starting points. This helps her to plan activities to support children and to extend their learning. The childminder looks at books with children, to help develop their literacy skills. She asks open-ended questions, giving children time to think through their responses. Children have good opportunities to develop their hand-to-eye coordination. For example, they thread different sizes of beads onto laces. They count them in sequence and arrange them in order of size. Transition to school is supported well. Children have plenty of opportunities to practise important skills such as dressing and putting on clothes, shoes and coats.

Personal development, behaviour and welfare are good

Settling-in procedures are effective. Children express their confidence in the childminder's care. They seek out cuddles and reassurance when they are tired or upset. This helps them to settle quickly. The childminder helps children to learn about healthy lifestyles. Children frequently spend time outdoors at local parks and walk in woodlands. Meals and snacks are nutritious. Children know about good hygiene routines, such as washing their hands after using the toilet and before meals. The childminder encourages children's understanding of their own safety. They practise the fire evacuation procedure, developing their understanding of what to do in the event of an emergency.

Outcomes for children are good

All children make good progress from their individual starting points. They enjoy choosing their favourite toys and are developing the independence they need to manage their own care needs. Children demonstrate they are curious, inquisitive and motivated. They show a willingness to undertake new tasks and try new things. Children sustain engagement in learning activities for very good periods of time, relevant to their age and stage of development. This helps them to develop the important skills necessary for the next stage in their learning such as school.

Setting details

Unique reference number	EY428963
Local authority	Nottingham
Inspection number	10071796
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	10 November 2015

The childminder registered in 2011 and lives in Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children.

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