

# Childminder report

<b>Inspection date</b>	14 May 2019
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

### This provision is good

- The childminder is well qualified. She has an excellent understanding of the early years foundation stage and the different areas of learning and development. Her assessments of children's progress are detailed and precise. All children, based on their starting points, make good progress in their learning.
- The childminder has formed good relationships with parents. She shares photographs and assessments with parents to highlight the progress their children are making. Parents give complimentary and appreciative testimonials to show their gratitude for the care given to their children.
- The childminder understands how to promote children's learning and her teaching is consistently good. She understands the importance of helping older children to prepare for their eventual move to school. Children demonstrate good self-help skills and can put on their shoes and coats. They develop confidence in their individual abilities.
- Children behave well in the childminder's home. Gentle, consistent reminders are provided throughout the day of age-appropriate expectations and boundaries.
- Children enjoy a nutritious range of meals and snacks. Drinks are accessible and the childminder encourages children to drink lots while playing outside. This helps to ensure children stay hydrated, especially in the warmer weather.
- Although the childminder has regular communications with the local playgroup and nursery where children also spend their time, there is scope to share even more purposeful ongoing information with them.
- The childminder's professional development is not yet embedded into practice to help raise the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- strengthen methods of sharing information with all other settings that children attend to help complement their learning even further
- seek wider training opportunities to raise skills and knowledge to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including qualifications and evidence of the suitability of the childminder.
- The inspector took account of the views of parents through written feedback provided and those spoken to on the day of the inspection.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is committed to her professional role as a childminder. She keeps up to date with mandatory training, such as paediatric first aid and safeguarding. This enables her to protect the children in her care well. Safeguarding is effective. The childminder knows the possible signs of abuse and understands wider issues of child protection. The childminder reflects upon many aspects of her provision to identify ways she can develop further. She evaluates all activities provided to children, noticing when they have not gone as well as expected. The childminder promptly addresses any weaknesses ready for next time. This helps the childminder to plan effectively and ensures activities are suited to children's individual needs and stages of development, which helps to improve outcomes for children.

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

The childminder interacts well with children and joins in with their activities to support children's speech and language. She listens intently to children's questions and responds well, recognising their eagerness to learn. Children learn new words, such as 'gills' and 'sequins', as the childminder talks about decorating the fish they have made. Pre-school children demonstrate they are developing important skills to support their learning at playgroup. They are able to take turns when playing games and share resources. Children show their listening and attention skills as they attentively follow instructions. The childminder promotes children's mathematical development well. She plans activities and an environment that help to support children's mathematical development. For example, she places numbers and shapes in different activities for children to discover.

### Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment which is matched by her friendly and nurturing personality. She takes her time to help parents and children get to know her when they first start. The childminder gathers a wealth of information from parents and uses this to help children to settle quickly. Consequently, children build wonderful relationships with the childminder. The childminder provides an excellent outdoor environment where children explore and learn about nature. Children move freely between outdoors and indoors. They excitedly show the inspector where the childminder's rabbits are kept. They are extremely animated as they explain how they feed and care for the rabbits in the garden. Children are learning about the world through first-hand opportunities. They are learning to be kind and considerate to all living things.

### Outcomes for children are good

Children are creative and enjoy using a range of materials to make their own fish. They develop their small-muscle skills as they use scissors, tear up paper and stick small sequins to their fish. They are extremely proud of their achievements. Pre-school children demonstrate early reading skills and an astute awareness of letters and sounds. They confidently match sounds with words. For example, they tell the childminder that 'p' is for 'penguin'. Children are confident learners and are well prepared for the next stages in their learning and their future transition to school.

## Setting details

<b>Unique reference number</b>	EY546946
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10101450
<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>	3 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Radcliffe on Trent, Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for three- and four-year-old children.

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