

# Childminder report

<b>Inspection date</b>	21 May 2019
Previous inspection date	9 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 supports children's communication and language skills well. For example, she asks older children a good variety of questions. Older children talk confidently and are keen to share their thoughts. Children reach typical levels of development for their age in all aspects of learning.
- The childminder actively encourages children's good behaviour. For example, she reminds children to use good manners and claps her hands to praise younger children's achievements. Children are polite and behave well.
- The childminder has developed positive partnerships with other early years settings children also attend. She shares information with them about children's development and what they need to learn next. This promotes consistency in children's learning.
- The childminder follows children's interests effectively. For example, when children show an interest in transport vehicles, the childminder shows children pictures of themselves on a bus. This helps children to remember past events.
- The childminder uses a variety of ways to help children to feel emotionally secure when they first start. For example, she invites them to attend settling-in sessions to help children to become familiar with the childminder and her environment. Children show positive relationships with the childminder and other children.
- The childminder does not provide children with clear messages about the importance of following personal hygiene routines, such as washing their hands, to promote children's good health.
- The childminder does not consistently encourage parents to share ongoing information about children's learning at home.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to gain a better understanding of their own personal hygiene to further promote their good health
- support parents to share information about what their children learn at home, to strengthen the accuracy of assessments.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.
- The inspector took account of the views of parents through reading the written feedback provided.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

The childminder places a high priority on continuing to extend her professional development to help develop her teaching skills. She has attended training to deepen her understanding of supporting children's literacy skills. For example, she helps older children to recognise sounds that represent letters of the alphabet. The childminder gathers feedback from parents to help identify ongoing improvements to her provision. Changes made have a positive impact on children's imaginative play outdoors. Safeguarding is effective. The childminder demonstrates a good understanding of child protection issues. She knows where to report any concerns regarding children's safety. Parents speak positively about the childminder. They say that she challenges children to help increase their concentration. The childminder gathers information about children's prior learning from parents when children first start so that she can plan for their learning from the outset.

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

The qualified childminder has a good knowledge and understanding of how children learn. She observes and monitors the progress they make and identifies what children need to learn next. The childminder encourages children to extend their mathematical skills. For example, when children count 12 objects, she asks them if they know the number that comes next. Children demonstrate a good understanding of numbers and count onwards from 12. The childminder helps children to develop their understanding of the world and living things in the environment. Children learn about the life cycle of a caterpillar.

### Personal development, behaviour and welfare are good

The childminder provides daily opportunities for children to receive fresh air and exercise. She has a good range of toys and equipment that motivate children to engage in learning outdoors and encourage children to develop their physical skills. For example, children walk across stepping stones, use sit-and-ride toys and climb large play equipment. The childminder supports younger children where appropriate, for example, she holds on to their hands when they access steps in the garden. This helps to develop children's confidence and to keep them safe. Children have access to a wide range of easily accessible resources. They make independent choices as they play.

### Outcomes for children are good

Older children recognise different sounds in the environment and demonstrate good listening skills. They show their imaginative skills. For example, older children use water and soil with pots and pans to make the childminder a 'hot chocolate'. Younger children use their senses to explore different textures, such as fir cones, pasta and lentils. All children, including those in receipt of funding, make good progress from their starting points in learning. They develop skills for the future and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY407051
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10074435
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	9 February 2016

The childminder registered in 2010 and lives in Tollerton, Nottingham. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store Street  
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