

# Childminder report

<b>Inspection date</b>	18 June 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 completes regular observations as children play. She uses information gained from these to focus planning on what children need to learn next. This supports children to make good progress.
- Children form good attachments to the childminder. They enjoy cuddles for reassurance. The childminder gives them constant praise, helping to build their positive self-esteem and emotional well-being.
- The childminder has established successful partnerships with parents. She shares information about children's development with them regularly. For example, she uses termly progress reports to update parents about what their child needs to learn next. This supports continuity in children's learning.
- Children appear happy in the setting and they behave well. The childminder is a very good role model. She sets clear boundaries for behaviour and uses very positive strategies that help children to understand age-appropriate expectations. The childminder sits with children and sensitively encourages them to take turns and play together.
- The childminder evaluates her provision well. She is clear about her strengths. Her reflective approach enables her to identify and prioritise areas for improvement that benefit children's development.
- Occasionally, the childminder does not give children opportunities to find ways to solve problems for themselves.
- The childminder does not always gather enough in-depth information from parents when children first start in order to provide the highest levels of challenge from the outset.

## What the setting needs to do to improve further

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

- enhance opportunities for children to solve problems for themselves
- seek more in-depth information about what children can already do on entry to the setting in order to provide the highest levels of challenge from the outset.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector reviewed children's records, a sample of policies and evidence of the suitability of the childminder and other adults in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.

#### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder can describe with confidence the types and signs of possible abuse and neglect. She knows who to contact for further advice if she has any concerns about children's welfare. The childminder has detailed policies, procedures and risk assessments in place. She uses these well to help maintain children's safety. Children are encouraged to keep themselves safe. For example, the childminder consistently reminds children about using gardening tools safely. The childminder is qualified and continues her own professional development. For example, she uses research to establish how she can extend children's creativity. She meets with other childminders to share knowledge and good practice.

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

The childminder tracks children's achievements. This helps her to provide learning opportunities that successfully extend children's learning. Children's interest in numbers is well supported by the childminder. She encourages children to count the plants as they put them into the garden. Furthermore, she supports children's understanding of size. Children use mathematical language to describe the tallest sunflower and recognise numbers on a tape measure. Children are making very good progress in their mathematical development. The childminder introduces percussion instruments as children sing rhymes to extend their communication and creativity. The childminder provides different styles of music for children to listen to, such as classical and reggae. Children are confidently able to name their favourite types of music and enjoy using new naming vocabulary. The childminder supports children's communication skills well. Children describe the buildings they are constructing for the zoo animals, using new words such as 'shelter'. The childminder congratulates the child on using new vocabulary and repeats the word back to them to help them remember.

### Personal development, behaviour and welfare are good

The childminder provides a good standard of care. She places high priority on supporting children's health and well-being. For example, children eat healthy, nutritious snacks and meals and are reminded to drink water throughout the day. The childminder supports children to develop their independence skills, which helps equip them well for their future learning. For example, children independently use cutlery to feed themselves at lunchtime. Children benefit from a wide range of activities in the stimulating outdoor environment provided. Young children enjoy exploring soil and water and older children investigate the root structure of plants.

### Outcomes for children are good

Children make good progress in their learning. The skills and knowledge they develop prepare them well for school. Older children are able to write their name with support. They name their own sunflower plant so that they can identify which is theirs and watch it grow. Children demonstrate good communication skills as they enjoy listening to stories and look at books independently. The childminder ensures that routines do not interrupt children's play. This enables children to concentrate for increasing lengths of time.

## Setting details

<b>Unique reference number</b>	EY547739
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10108355
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Worksop. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate  
Store Street  
Manchester  
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