

Childminder report

Inspection date	29 July 2019
Previous inspection date	22 February 2016

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 encourages children to develop their communication and language skills. For example, she repeats words back that children say. This helps them to hear the correct pronunciation of words. She asks children a good range of questions that help them to develop their thinking skills. Children make good progress in their learning.
- Children demonstrate good imagination skills. Younger children use toy doctor's equipment and pretend to look in the childminder's eyes, ears and mouth. This shows their understanding of how to use tools appropriately.
- The childminder gives children plenty of praise for their achievements, helping to raise their self-esteem. She helps children to learn how to share and take turns. Children behave well and value the praise they receive.
- The childminder gathers feedback from parents to help reflect on her practice. She provides children with opportunities to learn about their local community. For example, she takes children on trips to the local school and to the church.
- Children have access to a wide range of books to promote their literacy skills. They show a genuine love of books and bring favourite stories from home to share with the childminder.
- The childminder encourages children to think about ways to solve problems in their play. For example, she asks younger children to turn a key to open a play till. Children show determination when they attempt to complete tasks.
- The childminder does not gather enough information when children first start about what they already know and can do.
- The childminder does not make the most effective use of professional development opportunities to help enrich the quality of her teaching practice even further.

What the setting needs to do to improve further

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

- gather information about what children know and can do when they first start, to help plan more precisely for children's learning from the outset
- explore professional development opportunities to further enrich the quality of teaching practice and to help raise outcomes for children even higher.

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 reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading written feedback provided and through discussion.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good understanding of child protection issues. She knows where to report any concerns regarding children's safety or welfare. The childminder supervises children closely and provides a safe and secure home for them to play in. She offers children a wide range of resources that are organised to meet children's needs. For example, she provides toys at a low level for children to access, promoting their independence. Parents speak positively about the childminder. They say that she takes children to plenty of different places of interest, such as wildlife parks and the local park. The childminder talks to parents daily and shows them pictures of children's achievements. This helps parents to understand how their children are progressing.

Quality of teaching, learning and assessment is good

The childminder makes good use of her observations and assessments to help children make good progress. She has a good understanding of how children learn and follows their interests through play. This contributes to children's motivation and enthusiasm to learn. The childminder supports children to develop their mathematical skills. For example, she helps younger children to learn the names of shapes, such as a 'circle'. She counts the number of dots younger children stick onto a box. This helps children to develop their understanding of numbers. The childminder supports children's personal and social skills effectively. For example, she shows them pictures of family members and trips they have been on, such as to the beach. Children recall past events and talk about familiar adults.

Personal development, behaviour and welfare are good

The childminder uses a variety of ways to help children to feel emotionally secure. For example, when children first start, she invites them to attend settling-in sessions. This helps children to become familiar with the childminder and her environment. Children demonstrate that they feel safe and secure. The childminder offers children healthy snacks and meals. She provides opportunities for children to learn new skills and to manage risks. For example, children use knives safely when they cut up a banana. The childminder encourages children to take responsibility for small tasks, such as finding plates for snack time and tidying away toys and resources. The childminder ensures that children have daily opportunities for fresh air and physical exercise.

Outcomes for children are good

Children reach at least typical levels of development for their age. They are confident communicators and talk to the childminder about their needs and wishes. Young children demonstrate good listening skills and follow instructions. Children are curious about the world around them. They develop an understanding of technology when they operate household equipment. Children take responsibility for their self-care, such as washing their hands before eating. This demonstrates their independence and understanding of how to manage their personal hygiene. Children develop skills for the future and their eventual move on to school.

Setting details

Unique reference number	EY428901
Local authority	Nottinghamshire County Council
Inspection number	10074813
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 February 2016

The childminder registered in 2011 and lives in Misterton, Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

