

# Childminder report

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Inspection date:

21 November 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children do not always benefit from a range of carefully planned activities and individually tailored support. Children are therefore not fully supported to make consistently good progress in all areas of their learning and development. Although children have access to books and learn to follow requests, they do not make the best possible progress in their early communication and language development. The childminder does not personalise her interactions with children to ensure the youngest can understand the questions she asks.

Nevertheless, children enjoy the time they spend with the childminder. They demonstrate good levels of self-confidence, initiate interactions and include others in their play. They are motivated learners, who explore their own ideas and select and use toys and resources independently. Children learn to behave well. They enjoy carrying out simple, safe tasks for themselves and are developing confidence in new and social situations. Overall, children are gaining some of the key skills needed to support their future learning.

### **What does the early years setting do well and what does it need to do better?**

- The childminder is extremely caring and positive with the children. She is attentive to their care needs and offers them affection and support when they need it. This contributes effectively to children's developing good self-esteem and emotional security.
- The childminder observes children while they play and links her observations to the areas of learning. However, she does not gather children's starting points and use the information from her observations to assess and monitor accurately the progress children make. The childminder does not think carefully enough about the activities she provides for children. As a result, children do not make the best possible progress.
- The childminder develops warm relationships with parents. She shares details of children's daily activities and care routines. However, she does not always make the most of these good relationships to encourage parents to share what they know about their children's development from home.
- Children explore their environment and are starting to manage their own care needs. They are inquisitive about the activities provided and show increasing concentration.
- Children's confidence and conduct are good. The childminder praises children on their good behaviour and calmly and swiftly manages any minor matters. A suitable range of toys and resources are accessible for children. This helps children to develop independence skills and make choices about what they would like to play with.
- The childminder does not reflect well enough on her own practice or consider

her own professional development. She lacks some knowledge of aspects of child development, with particular regard to children's communication and language skills. Consequently, children's early understanding and speaking skills are not supported effectively.

- Children enjoy looking at books with the childminder and understand simple questions and instructions. However, the childminder uses language that is too complex for children to understand when she asks them questions. This results in younger children not getting the carefully tailored support they need to help them respond to questions with greater success.
- The childminder provides materials that broaden children's experiences from home, to enhance their exploration and creativity. With encouragement, they use rolling pins, shape cutters and small tools to manipulate and investigate play dough. This new experience provides children with awe and wonder as they spend long periods of time deeply engrossed in the activity.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are promoted. The childminder provides a safe environment for children. She keeps her knowledge of child protection up to date through regular training. The childminder has a good understanding of wider safeguarding issues and is aware of the local referral procedures to follow if she is concerned about a child. The childminder successfully uses a range of documents, policies and procedures to support her safeguarding practice. She supervises children well as they play and undertakes appropriate risk assessments.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve professional knowledge of child development and teaching skills, in particular, with regard to supporting children's communication and language development	06/12/2019
use assessments accurately from children's starting points to identify where children are in their development, and use this information to plan and provide relevant activities linked to the next steps in their learning.	06/12/2019

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

- encourage parents to share more information about what they know about their child's development at home.

## Setting details

<b>Unique reference number</b>	254910
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10072699
<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>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	6 July 2016

## Information about this early years setting

The childminder registered in 1998 and lives in Nottingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Tina Garner

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 a number of discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

We carried out this inspection 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.

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