

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 15 March 2019  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 provides children with stimulating learning opportunities which contribute to the good progress that they make. She is attentive to children's individual needs and offers them affection and support when they need it.
- Partnerships with parents and other settings are good. The childminder encourages two-way communication between parents, herself and other professionals. This helps to promote a shared approach to children's care and education.
- The childminder promotes children's early language and communications skills well. For instance, she encourages young children to express themselves verbally and introduces them to new words. The childminder repeats words and phrases with older children to help support their correct pronunciation.
- The childminder supports children's physical and social development skills. She makes good use of opportunities inside and outside for children to participate in physical activities. Children visit toddler groups with the childminder, which helps to encourage children to make new friends as they play and socialise with other children.
- The childminder considers the views of parents, children and her assistant to help her know what is working well and to develop her practice further.
- The childminder does not always provide older children with sufficient challenge to extend their learning even further.
- The childminder completes observations and assessments of children's learning. However, she does not always use the information she gathers as well as possible, to help build on children's achievements and to raise their progress to the highest level.
- The childminder has not yet explored ways to further develop her and her assistant's professional development, to help broaden their knowledge and 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:

- maximise opportunities to build on children's learning and challenge their thinking to help them make the best possible progress across all areas of their learning
- make the best possible use of children's assessment information to help identify more precisely their next steps in learning and help to raise achievements to the highest level
- explore further opportunities to progress professional development and help raise the quality of teaching, knowledge and skills to the highest level.

### 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 and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents from feedback provided by the childminder for the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are alert to the possible indicators of abuse. They are aware of the procedure to refer concerns to the relevant agencies. The childminder ensures that her and her assistant keep their knowledge of safeguarding matters up to date. For example, they undertake regular child protection training to refresh their understanding. The childminder completes daily checks on her home and garden to help her identify any potential risks. She provides parents with regular updates about their children's progress and offers ideas on how they can enhance learning at home.

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

The childminder and her assistant work well together. They are knowledgeable about the children in their care and overall, they engage well with the children as they play. Children enjoy sharing books and reading stories with the childminder and her assistant. Younger children show their curiosity and excitement as they take part in activities such as 'what's in the box' and eagerly await their turn to choose a toy. Older children are encouraged to join in singing and use actions to bring the songs to life. This helps to develop children's listening and attention skills. The childminder supports non-mobile children to develop strength in their legs muscles in readiness for starting to walk. For example, she provides toys and furniture for them to pull themselves up to a standing position. The childminder supports children's mathematical development. For instance, she helps children to count and recognise different shapes and sizes during their play.

### Personal development, behaviour and welfare are good

The childminder establishes strong attachments with the children. She gets to know the children well and this helps them to settle quickly and supports their emotional well-being. The childminder promotes children's positive behaviour. She provides lots of praise and encouragement which helps to boost children's self-esteem and confidence. Children are friendly and demonstrate respect towards each other. The childminder sets clear boundaries and works in partnership with parents to support children to learn what she expects of them. For example, she helps children to learn to take turns and share during their play. The childminder promotes children's understanding of healthy lifestyles and helps them to establish good hygiene routines. She teaches children about making healthy food choices.

### Outcomes for children are good

All children are supported well to acquire the skills they need for their next stage in learning and their eventual move on to school. Older children learn to play cooperatively together. They initiate their own play ideas and confidently express their thoughts. Younger children demonstrate a can-do attitude as they participate in activities. For example, they spend time working out how interactive toys work by pressing buttons to make different sounds.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY542341  |
| <b>Local authority</b>             | Nottinghamshire County Council  |
| <b>Inspection number</b>           | 10090447  |
| <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 - 5   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 10  |
| <b>Date of previous inspection</b> | Not applicable  |

The childminder registered in 2017 and lives in Underwood, Nottinghamshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder regularly works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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