

Childminder report

Inspection date: 12 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children behave well and value the praise and encouragement they receive from the childminder. This helps to raise their self-esteem. Children are happy and confidently move around the childminder's home. They are inquisitive and show curiosity when they explore the toys and resources offered. Very young children pull themselves up onto objects and develop muscles in their legs in preparation for walking. Children are keen to use crayons to make marks on paper. They look at tyre tracks that toy cars make in sand. Children show fascination when sand floats off their hands in the wind. They develop good knowledge and skills across all areas of learning.

The childminder has high expectations for children's learning. She provides age-appropriate activities that children enjoy. Children are supported with their early communication and language skills. Younger children hear repeated, simple words from the childminder that help them to link words to the actions they see. For example, she says 'pat, pat, pat' when she pushes sand into a container.

Children's emotional needs are met well. The childminder offers opportunities for families and children to visit her home prior to them starting. Children get to know the childminder and her home. They quickly settle and demonstrate that they feel safe and secure.

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

- The childminder finds out about each child's learning needs from the start of their placement and carries out daily observations of their ongoing progress. This helps her to identify what children need to learn next. Children make good progress from their starting points in learning and develop key skills in readiness for future learning.
- The childminder encourages children to be independent, even from an early age. For example, she asks younger children to unfasten their shoes. They climb a step to reach the sink to wash their hands. Children show pride in completing tasks for themselves and a positive attitude to learning. Children behave well.
- The childminder is a good role model for children. For example, when younger children put pine cones into a container, she shows them how to use tools to mix and stir. Children watch closely and copy her, which helps them to learn new skills.
- The childminder supports children to develop their mathematical skills. For example, when she helps younger children to put on their coats, she counts 'one, two' when they put their arms in. When children help the childminder to tidy toy cars, she counts as she places them in a box. This helps children to develop their understanding of numbers.

- The childminder uses the curriculum to enhance the experiences children receive at home. For example, she provides activities where children are able to explore different textures with their hands. Children have opportunities to use paint, dough and spaghetti.
- The childminder extends her professional development. This helps her to deepen her understanding of how to support children's speaking skills. It has raised her awareness of the importance of early intervention, and has given her the confidence to identify if children need extra support and to work with other professionals.
- The childminder builds strong partnerships with parents. She provides daily communication diaries that inform parents about their children's achievements and care routines throughout the day. She shares information with them about what children need to learn next and how parents can support their children's learning at home. For example, children can borrow books and toys to take home.
- The childminder provides children with opportunities to learn about technology. Children press buttons on objects and put them to their ear, pretending they are a telephone. The childminder supervises older children closely when they use electronic devices. She talks to them about potential risks when they use the internet. The childminder gives parents information about how they can promote their children's safety online at home.
- The childminder provides children with opportunities to develop their physical skills outside. Children play on a slide and negotiate surfaces at different levels in the garden. However, children do not always have opportunities inside to follow their interests in being physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training that helps to increase her understanding of child protection issues. This supports her to promote the safety and well-being of children in her care effectively. For example, the childminder is able to confidently identify a wide range of indicators of child abuse. She knows what action and procedures to follow should she have any concerns about children. The childminder ensures that toys and equipment are suitable for the ages of the children. She maintains a safe and secure environment. This enables children to play and learn in a safe space.

What does the setting need to do to improve?

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

- strengthen opportunities for younger children to follow their interests in being physically active indoors.

Setting details

Unique reference number	EY435633
Local authority	Nottinghamshire County Council
Inspection number	10065343
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 October 2015

Information about this early years setting

The childminder registered in 2011 and lives in Hucknall, Nottingham. She operates all year round from 8am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of education 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 a sample of 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.

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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