

Childminder report

Inspection date: 21 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well, make strong attachments with the childminder and snuggle up close to her as they play. They move around the rooms selecting their play. They push toy pushchairs around the room and safely negotiate the furniture. Children pretend to go shopping and follow the childminder's instructions as she asks them to get her some bananas and oranges from the shops. Children relish playing outside and running around the garden. They chase the childminder which motivates them to run faster. Children develop their physical skills further, as they kick balls and ride sit-on toys.

Children, including those who speak English as an additional language, show high levels of engagement and positive attitudes towards their learning. They are keen to take part in a singing activity with the childminder. Children listen and concentrate as the childminder sings the words to the songs, clearly helping to increase their vocabulary. Younger children repeat words, such as 'happy' and copy the actions the childminder does. They jump up and down, clap their hands and stamp their feet. Older children know the words to the songs they sing. They hold hands with their friends and together they complete the actions of the rowing boat. Children anticipate the end of the song and scream as they hear the word crocodile.

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

- The childminder has a good understanding of how children learn. She uses the information she gathers from her ongoing observations to identify children's interests and the next stages in their learning, for example she gives children water to play with. The childminder encourages older children to count how many spades of water fill the bucket and uses words, such as higher, full and empty. This helps older children to develop their mathematical understanding of capacity and measurement.
- The childminder builds good relationships with parents. She keeps in regular contact with them throughout the day and shares photos and observations of children's activities. Parents comment back about what their children do at the weekends and discuss their children's learning with the childminder. Parents speak highly of the childminder. They report that she communicates well with them and is caring and professional. This helps to ensure children's needs are met.
- The childminder provides new experiences for children. She takes them to places in the local community, such as the library and play centres. This helps to extend the children's love of books and their socialising, in preparation for starting school.
- The childminder supports children to develop positive behaviour. She

encourages them to share and take turns in their play. For example, children play in the sand, and take turns to put the stones in a bucket. They watch each other as they swirl the sand around and giggle as the sand falls through their fingers. The childminder praises children's behaviour, which helps build up their self-esteem.

- The childminder encourages children to choose what they want to play with and where to go, so they can increase their independence. However, the childminder feeds older children and puts on their shoes and coats. This means older children are not given the opportunities to practise their self-help skills to further their independence.
- Children enjoy taking part in focused activities that the childminder plans, for example, younger children use their fingers and hands to poke and flatten play dough. However, the childminder interrupts this independent exploration of the dough and gives the children a rolling pin. She holds their hands as they roll the dough out, stopping the children exploring. As a result, the childminder does not enable the children to explore the materials on offer in their own time.
- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, she keeps herself up to date with new legislation. She now provides children with opportunities to use toothbrushes with the dolls and explains to children how they clean their teeth. This is after reading about oral health in the revised 'Statutory framework for the early years foundation stage'. This means the children are now learning how to keep their teeth clean.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates knowledge of the signs and symptoms of abuse and knows what to do if she has a concern about a child's welfare. She knows what to do in the event that an allegation is made against herself or household member. The childminder completes regular training to keep her knowledge of safeguarding up to date, this includes training about the 'Prevent' duty. The childminder identifies any potential hazards and removes them so children can play in a safe environment.

What does the setting need to do to improve?

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

- provide more opportunities for the older children to practise their self-care skills to help increase their independence
- give young children more opportunities during focused activities to explore the materials on offer in their own time to help extend their exploratory skills.

Setting details

Unique reference number	2504507
Local authority	Nottinghamshire County Council
Inspection number	10207739
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Nuthall, Nottinghamshire. She holds an early years qualification at level 3. The childminder operates all year round from 8 am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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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