

Childminder report

Inspection date: 21 February 2022

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 are happy and show that they feel safe and secure in the childminder's home. They go to the childminder spontaneously for cuddles. When children play a favourite game, they wait in anticipation for a toy horse to buck. When this happens, children laugh with the childminder and say, 'it's funny'. Children learn how to care for the childminder's fish. They help to feed her fish and confidently talk to the childminder about the colours of the fish they see in the tank. Children behave well and learn to share when they play a board game with the childminder. They take it in turns to throw the dice and to move objects in the game.

The childminder extends children's learning. She supports them to develop their understanding of numbers and counting. For example, when children count objects quickly, not always in the correct order, the childminder counts the objects again in the correct order. Children show good hand and eye coordination. They use plastic bricks to build towers and tell the childminder that they are making it higher. When it falls down a number of times, children show determination and persevere to build it again. Children are keen to explore and investigate different materials. For example, when the childminder offers children foam to play with, children explore the texture on their hands and smell the foam.

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

- The childminder promotes children's development well. This includes helping them to develop their communication and language skills. For example, she talks to children when she plays alongside them. Children repeat words the childminder uses, such as the descriptive words sticky and squidgy. When children say words incorrectly, the childminder repeats the word. This enables children to hear the correct pronunciation.
- The childminder reflects on what she offers children. She has made changes to the outdoor area, for example, this includes making a role-play area in a spacious shed. This enables her to join in and support children's imaginative play outdoors more easily.
- The childminder provides children with opportunities to show positive behaviour. For example, children are keen to help the childminder to tidy away toys before they get others out. She praises them for being helpful.
- Occasionally, the childminder does not build on children's interests to develop their learning. An example of this is when she does not help children to learn about different emotions and feelings, when they choose to play with soft toys that have different facial expressions.
- The childminder supports children's toileting needs. She works in partnership with parents to identify when children are ready to use the potty or toilet. The childminder gives children stickers when they sit on the potty, to celebrate their

achievements.

- The childminder talks to parents and sends them pictures of activities children have enjoyed. She supports parents to continue their children's learning at home. This includes encouraging them to help their children to develop a love of stories. She asks parents to allow children to complete tasks on their own at home, to promote their independence.
- The childminder has completed training courses that help her to keep children safe, such as paediatric first-aid and safeguarding training. However, she has not identified how professional development can increase her knowledge of how to extend children's learning further.
- The childminder effectively supports children who speak English as an additional language. She learns key words from parents in their home language to support children's understanding, particularly when they first start attending. Children quickly develop their understanding of English.
- The childminder is aware that due to the COVID-19 pandemic, some children are less confident to socialise and interact with others. Because of this, she takes them to childminding groups. The childminder encourages them to play and to develop their confidence to interact with other children and adults. Children learn skills to help them to be prepared for their next stage in learning. Parents appreciate the childminder taking children to these groups. They say that children are able to be sociable and make friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that may indicate that a child is vulnerable to the risk of abuse. She is knowledgeable about the procedure to follow in the event of a concern about a child in her care. Furthermore, the childminder understands where to report concerns if someone makes an allegation of abuse against herself or her family members. This contributes to children's safety. The childminder's home and garden are safe, secure and well maintained. Children practise fire evacuation procedures with the childminder to support their understanding of how to stay safe in an emergency.

What does the setting need to do to improve?

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

- strengthen interactions with children and use their interests to build on their learning
- focus professional development more precisely to increase knowledge of how to extend children's learning further.

Setting details

Unique reference number	EY101187
Local authority	Nottingham
Inspection number	10069665
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 October 2014

Information about this early years setting

The childminder registered in 2002 and lives in Beechdale, Nottingham. She operates all year round from 7.45am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out 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.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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