

Childminder report

Inspection date: 28 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children explore the childminder's enchanted garden with interest and curiosity. They take her hand to walk around her allotment, and move between vegetable patches naming the fruit and vegetables that they have grown. Children learn about healthy lifestyles as they prepare and taste the foods that they have produced. When the children arrive at a small pond, they announce with excitement, 'Do you know what? Tadpoles turn into frogs!'. Children are fascinated to discover that frogspawn has hatched into tadpoles. They are eager to investigate the water further to see if they can find any frogs. Children learn about nature and the life cycles of animals. They are developing their understanding of the world.

Children explore the garden with confidence. Older children are excited to build sandcastles in a beach hut containing sand. They respond quickly when the childminder reminds them to take off their wellington boots before stepping in. The younger children move carefully between two climbing frames without touching the ground. The childminder has positioned these so children can practise their balance and coordination skills safely. Children are focused on their learning. They concentrate hard on activities that they enjoy.

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

- The childminder provides a range of different resources to help children progress in their learning and development. For example, children practise their hand control as they pick up small plastic fruits using tools. Younger children use larger tongs to succeed and complete the task. Older children show determination as they operate smaller tweezers which need more control to use. Children progress from using two feet to push themselves along on a ride-on toy. They develop their skill and confidence before they use one foot to operate a scooter.
- The childminder has excellent regard for supporting children to develop their independence skills. She uses every opportunity for this. When children occasionally need some help, she gives clear instruction and uses effective teaching methods. For example, some children need support when they butter their toast. The childminder uses a hand-over-hand method as she guides children's hand movements. This helps children to perfect the spreading technique for themselves. They go on to successfully butter their own toast and apply home-made jam.
- The childminder offers children opportunities that they do not get elsewhere. They help her to care for her pet chickens and ducks. Children feed them worms and collect their eggs to cook and eat. Parents say that they have chosen this setting for their children because of the experiences they do not have at home.

- The childminder has a strong focus on mathematics throughout the whole of her provision. Children learn to count by looking at numbers which she has painted onto rocks in the garden. They can correctly identify their age from a selection of numbers. Children know that this number is special to them.
- The childminder has made changes to keep children safe during the pandemic. She used to take children to indoor toddler groups so they could interact with peers of the same age. To minimise the risk of infection, the childminder now meets other local childminders and children in outdoor spaces. Children have the same opportunities to develop their social skills but in a safer environment.
- As well as attending the childminder's setting, some children attend other provisions. However, the childminder does not communicate with the staff at the other provisions. Therefore, children do not benefit from a consistent approach to their learning, development and behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs to look out for which might suggest a child is at risk of harm. She knows what to do if she has a concern of this nature. This includes when a child may be exposed to extremist beliefs. Additionally, the childminder knows what to do if the conduct of herself or a member of her family is of concern. The childminder provides children with a safe environment to play in. For example, she uses safety gates to separate the kitchen from the playroom. The childminder teaches children to be safe. For example, she helps them to understand about 'stranger danger'.

What does the setting need to do to improve?

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

- work with other providers when a child attends more than one setting so that their learning and development are supported in a consistent way.

Setting details

Unique reference number	252125
Local authority	Nottinghamshire County Council
Inspection number	10114394
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	10
Date of previous inspection	25 March 2015

Information about this early years setting

The childminder registered in 1995 and lives in Selston, Nottinghamshire. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- This was the first routine inspection the childminder 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 the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observation of a group activity with the childminder.
- The inspector telephoned one parent during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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