

Childminder report

Inspection date: 6 May 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 have a great deal of fun with this childminder. They scream with delight as the childminder chases them around the garden as the shaving foam monster. Older children are inquisitive and watch the shaving foam disappear into water. They use their creative skills to make ice creams. They scoop up the shaving foam, place it on a cone-shaped container and decorate the foam with sprinkles. The childminder uses this opportunity to talk to the children about going on holiday to the seaside.

Children have a positive attitude to their learning and relish playing outside. They negotiate the big steps up into the garden area. They find birdseed and fill up the bird feeder. The children and the childminder discuss what the birds need to eat and drink, which widens the children's knowledge about nature. This leads to a conversation about feeding the ducks at the park. Younger children climb up the slide and safely turn around at the top and slide down. They kick balls and thoroughly enjoy swinging on the rocker. The childminder extends children's language and encourages them to sing a popular song about rowing a boat. They listen and scream as the childminder refers to the crocodile.

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

- The childminder implements a rich curriculum that follows children's interests. She knows what she wants the children to learn and builds on what they already know. For example, older children enjoy writing their name and know the letter and the sound their name begins with. To extend this learning, the childminder introduces plastic letters into their sand play. She encourages the children to repeat the sound representing the first letter of their name and to make letter prints to help children become more familiar with letter shapes.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day. She speaks clearly and uses repetition of language to help younger children say words correctly. She introduces new words, such as compact, to explain patting the sand hard into the containers and letter shapes.
- The childminder supports children to use numbers and count during their play. However, she does not extend this to other mathematical concepts, such as capacity and size. For example, while children play with rice, containers and pom-poms, she misses opportunities to talk about the containers being full and empty and the different sizes of the pom-poms.
- The childminder's partnership with parents is strong. Parents speak highly about the service they receive. They comment that the childminder is kind and friendly. She sends parents photos of what their child has been doing and talks to them daily. This helps parents to know what their children can do, so they can

continue with their child's learning at home if they wish.

- The childminder supports children to be independent. She encourages them to use their self-help skills to aid their future learning and readiness for school. This is evident as children help to prepare their snack. They know to wash their hands and younger children help put their bibs on. Older children put the lettuce and carrot sticks on the plate and help to cut the tomatoes. They know how to make up their wraps and use their manners as they ask for drinks.
- Children behave well. The childminder teaches children to share toys. She is calm and gets down to children's level to explain what is expected of them. For example, when an older child snatches a ball off a younger child, the childminder reminds them to share and take turns, which the children do willingly and go off and kick the ball to each other. This supports children to be caring and respectful towards others.
- The childminder finds out about the experiences children have at home. Parents tell her that since the COVID-19 pandemic, their children do not have many opportunities to socialise and mix with other children. To widen this experience of socialising with other children the childminder takes the children to toddler groups to help with their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She has a good understanding of how to protect children and keep them safe from harm. The childminder knows the referral procedure and understands the steps to take if an allegation is made against a household member. She demonstrates a good knowledge of safeguarding issues, including female genital mutilation and the 'Prevent' duty. She supervises the children well and completes daily risk assessments to identify and remove any hazards to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen the implementation of the mathematical curriculum to support older children to develop their understanding of capacity and size, to help extend their mathematical skills and knowledge.

Setting details

Unique reference number	EY463831
Local authority	Nottinghamshire County Council
Inspection number	10219778
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	5
Date of previous inspection	5 August 2016

Information about this early years setting

The childminder registered in 2013 and lives in Giltbrook, Nottinghamshire. She holds an early years qualification at level 3. The childminder operates all year round from 8.30am to 4.30pm, Tuesday to Friday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

Inspection activities

- This was the first routine inspection the provider has 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 with the childminder 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 to join in with their play at appropriate times during 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.
- Parents spoke to the inspector and wrote testimonials about the childminder's service, so the inspector 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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