

Childminder report

Inspection date: 14 July 2022

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| 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 show great excitement as they get ready for their daily trip to the childminder's enchanting woodland provision. They safely travel there in a minibus, talking about the daily tasks ahead of them, such as feeding the animals. Children are becoming articulate communicators. Older children use complex sentences to tell visitors about their previous adventures in the woods. They correctly change their vocabulary when they talk about groups of birds, saying 'There are ducks and geese. A goose came near me'.

Children independently explore the natural environment and develop their physical skills. Through the opportunities that the childminder and her assistants provide, children are developing a resilient attitude to learning. Younger children confidently negotiate the uneven ground underfoot. They happily accept a hand from the childminder to steady them as they approach a gradient in their path. Older children move between the structures that the childminder's assistant has crafted. They skilfully climb through tyre towers on stilts. This helps strengthen their muscles and develops their coordination. This truly unique provision offers children an enabling environment that fosters their curiosity and love for the natural world around them. From cooking their lunch at an outside kitchen, to growing and picking their own strawberries, children are enthralled to explore and motivated to learn and develop.

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

- The childminder and her assistants have created an environment that allows children to take calculated risks in their play. They instil in children the rules and boundaries that have been put in place to keep them safe. Children demonstrate a good understanding and commitment to these. For example, they know how to avoid accidents, as they recognise not to stand in the path of the zip-line when their friends are having a go.
- The childminder offers children opportunities that they rarely get elsewhere. Through these many planned experiences, children demonstrate embedded skills and knowledge across all areas of their learning. Children are very able. However, sometimes the childminder and her assistants do not challenge children enough for them to progress even further and fully deepen their already good thinking skills. For example, children confidently use equipment and explore their surroundings, but do not always learn anything new from their activity.
- Children's attitudes to learning are extremely positive. They are highly motivated and engrossed in their play. Because of this, children's behaviour is very good. The childminder and her assistants sometimes have to give children gentle reminders about taking turns, but minor conflicts never escalate.

- Snack time is used as an opportunity for purposeful learning. The childminder and her assistants provide children with a choice of fresh fruit, water or milk. Children independently prepare their own fruit. Some children choose a satsuma. They develop their fine motor skills as they peel it, showing good persistence until their task is complete. Other children carefully slice their chosen grapes in half. They know why they do this, explaining it is so they do not choke when they eat them.
- The relationships between the childminder, her assistants, and children are respectful. Assistants ask permission from children before they change their nappies. Children are greeted warmly by the childminder when they awake from their naps. These things help children feel safe and secure.
- The childminder and her assistants know children well. They plan activities that follow children's interests. The childminder confidently adapts the support she provides to build on individual children's next steps in learning. However, assistants who work with children are sometimes less confident about knowing what they can do to broaden children's learning.
- Parents speak highly of the childminder, her assistants and the setting. They confirm that their children are making good progress in their learning and development. For example, they state their child 'understands and questions so much more about nature'.
- The childminder provides opportunities for her assistants to undertake training which supports them in aspects of their role. Recent training has prioritised outdoor learning, to further improve learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have carefully considered the risks associated with their setting. They have robust risk-assessment procedures in place to keep children safe. This includes transporting children in a minibus. The childminder knows her responsibilities in relation to child protection. She can identify when a child might be at risk of harm. She knows what to do if she has a concern of this nature. This is also true for her assistants. The childminder knows how to respond in the event of an allegation made against herself or her assistants. The childminder checks, and confirms, the ongoing suitability of her assistants.

What does the setting need to do to improve?

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

- refine teaching to challenge children even further, especially those who are most able, to continually extend their learning
- strengthen assistants' interactions with children, to help them focus the support they provide even more precisely on what each child needs to learn next.

Setting details

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| Unique reference number | 260239 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10114411 |
| 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 11 |
| Total number of places | 16 |
| Number of children on roll | 22 |
| Date of previous inspection | 8 January 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round, from 7.00am until 6.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with two assistants. The childminder provides funded early years education for two-, three-, and four-year-old children.

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 provision.
- The childminder and 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 a joint observation of outdoor play with the childminder.
- The inspector spoke to one parent during the inspection, and read 10 parent testimonials, taking account of their views.
- The inspector spoke to assistants at appropriate times throughout the inspection.
- The childminder provided the inspector with relevant documentation when requested.

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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