

# Childminder report

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Inspection date: 31 October 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 feel safe and secure in this warm and homely environment. They arrive happily and separate from their carer with ease. Children have a strong attachment to their childminder. They cuddle up to her during activities and seek her out for reassurance.

Children are confident and are becoming increasingly independent. They enthusiastically explore the environment and choose their own resources to play with. For instance, children re-enact familiar activities from home in the role-play kitchen, such as making cups of tea. The childminder plays alongside the children, announcing the tea to be delicious. She builds on children's current interests to introduce new ideas and help them learn and use unfamiliar words. For example, children observe new birds in the garden and talk about the nest they live in.

Children's behaviour is good. The childminder has high expectations and a consistent approach to behaviour management, which means that children quickly learn to understand right from wrong. Her role modelling of good manners means that children are polite and support one another to complete tasks, such as tidying up. Children say please and thank you to the childminder without being prompted.

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

- Children make good progress from their starting points. The childminder ensures that individual targets for children are reviewed, and new areas of development are identified and shared with parents. The individual development targets are reinforced and practised by the children throughout the session. For example, the childminder corrects words that are mispronounced to support children to further develop their communication skills.
- The childminder provides a good variety of planned activities to support children in meeting their next steps in learning. For example, she plans for children to share and take turns as they explore a range of sensory resources together. However, she does not always make the most of every opportunity to extend children's mathematical learning as they play.
- Children have a wealth of opportunities to practise their emerging communication and language skills. The childminder is careful to model language correctly as she provides a running commentary as children play. This helps to ensure that children hear a rich variety of vocabulary. She uses repetition and asks questions to encourage them to speak to her and each other.
- The childminder establishes robust communication with families from the start and has a deep understanding of children's personal circumstances. As a result, any gaps in children's knowledge are swiftly recognised. The childminder then

uses this information to provide specific support and individual learning opportunities where necessary.

- The childminder ensures that children have lots of opportunities to exercise outdoors, to help them build strong and healthy bodies. Children confidently climb up the steps to use the slide, play on the see-saws and kick balls. They talk about the environment as they joyfully splash in puddles and point to planes in the sky.
- The children develop pre-writing skills as they strengthen their pincer grip. They concentrate for long periods of time as they carefully pull the pumpkin seeds out of a pumpkin between their fingers and thumbs. The childminder talks to the children about how the seeds feel and how slimy the pulp is as they make patterns with it in the tray.
- Children are encouraged to be independent. On arrival, they hang their coats and bags on their pegs and place their shoes in the box. When going outside, children attempt to put their own shoes and coats on with the childminder there for support if necessary. This prepares children for their transition to pre-school.
- The childminder uses age-appropriate language to help children understand the need to take turns. She provides clear boundaries; as a result, children are aware of the consequences of their actions. This means children are learning to be kind to one another.
- The childminder regularly reflects on and evaluates her practice. She shows a commitment to her ongoing professional development. For example, she regularly completes online training courses to strengthen her knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder can identify possible indicators of child abuse. She fully understands how to report her concerns in order to protect children from harm. The childminder has a secure understanding of broader safeguarding concerns, such as the risks of online abuse or radicalisation. She knows the procedure to follow if there is an allegation about herself. The childminder checks her home each day, to remove or minimise any potential hazards. The childminder is trained in paediatric first aid and keeps this up to date. There is an emergency evacuation procedure in place. This is understood and practised with children.

## **What does the setting need to do to improve?**

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

- use every opportunity to extend children's mathematical learning.

## Setting details

<b>Unique reference number</b>	EY454242
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10226613
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Mansfield, Nottinghamshire. She operates from 6am until 6pm, Monday to Friday, all year round except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lianne McElvaney

## 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 her evaluation of the childminder.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder, and a sample of policies.

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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