

Childminder report

Inspection date: 1 November 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and settled in the childminder's welcoming home. They form strong bonds with the kind and nurturing childminder, and they enjoy reassuring cuddles and seek her out to join in with their play. Children happily pretend to make food in the role-play kitchen for the childminder to eat. They giggle together as they decide the real grapes served for snack look more appetising than the play food ones. The childminder knows the children in her care extremely well and understands what makes them unique. Children's personal needs are attended to effectively. The childminder is quick to recognise when children may be hungry, tired or in need of a cuddle and responds well to their individual requirements.

The childminder praises children when they are kind or helpful, which helps to boost their confidence and promotes positive behaviour. The childminder has high expectations for children's behaviour. She provides clear rules and boundaries to help children understand what they should or should not do. Children make good progress from their individual starting points. They demonstrate a positive attitude to learning and are willing to try new experiences. Children show good levels of concentration and perseverance when trying something new.

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

- The childminder has a clear idea about what she wants children to learn next. Children show a developing ability to concentrate on activities that interest them. For example, they pretend to bake cakes and invite the childminder to join them in their play. Children's independence is promoted well through daily routines. Young children happily help to tidy away resources without prompting.
- Children listen to stories and use books, which promotes their language and literacy development. The childminder helps younger children turn the pages and points out pictures of interest to them. This encourages their engagement. Children listen well to stories and name objects they can see in the pictures.
- The childminder has a calm disposition, and she models language well. She engages children in a wide range of conversations and encourages them to recall past experiences. Young children confidently chat with visitors and engage them in their play. They excitedly talk about the cars they have chosen.
- Children are curious and keen to investigate the world around them. The childminder grasps all opportunities to feed their curiosity. For example, she takes the children into the garden to talk about signs of autumn and watch bubbles blow in the wind.
- The childminder sets out toys and resources to encourage children to lead their own play and follow their individual interests. Children are confident and choose what they want to play with. For example, children enjoy exploring sensory

resources, such as paints, brushes and sponges. However, at times, the childminder over-directs their play. Consequently, children do not always freely engage in artistic activities or express themselves creatively.

- The childminder exchanges daily information with parents about children's care and learning, and she shares photos of children playing. She talks to parents about their child's progress and provides ideas to help them support their child's learning at home. However, she does not fully make use of parents' knowledge of their children's interests and development to help new children settle.
- Children are polite and kind. They like to help and have a good understanding of the daily routines. The childminder clearly communicates what children will be doing next to help their understanding. She provides reminders to support children's good health, such as encouraging them to drink water regularly to stay hydrated. The childminder provides a variety of healthy proteins, fruit and vegetables for snacks and talks to children about the healthy foods in their lunch boxes.
- Training is a priority for the childminder. She chooses courses carefully to enhance her practice and makes sure these are relevant to the needs of the children. A recent course regarding children's feelings has helped the childminder to gain a better understanding of the emotional needs of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare. The childminder regularly completes safeguarding training to update her good knowledge of safeguarding procedures. She has written policies in place to underpin her practice. The childminder understands the importance of maintaining records, such as accident or injury forms, which helps her to promote children's welfare.

What does the setting need to do to improve?

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

- provide children with more opportunities to freely engage in artistic activities and express themselves creatively
- gain more information about children's knowledge, interests and what they enjoy when they first start, to help inform planning from the outset.

Setting details

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| Unique reference number | 260397 |
| Local authority | Nottingham |
| Inspection number | 10234464 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 28 November 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in Nottingham. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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 their 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 the curriculum is 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 written 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 other household members 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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