

Childminder report

Inspection date: 9 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

The childminder provides a clean and welcoming environment. Children have access to a range of activities and resources that support their learning. They enjoy playing with the farm set and attempt to name the different animals. The childminder enthusiastically engages in play with children and introduces new words such as 'scarecrow'. Children enjoy using the spades as they dig in the sand during outdoor play. They explore the outdoor space as they run up and down the garden, developing their physical skills.

Children's confidence and self-esteem are supported well by the childminder. For example, the childminder proudly smiles when children sing, 'Twinkle, Twinkle'. She claps and praises the children at the end of the song. Children beam with pride. Children have a positive relationship with the childminder and demonstrate they feel safe when they are with her. The childminder provides reassurance and comfort to children when needed. For example, when children become upset, the childminder provides children with cuddles and reassurance.

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

- The childminder uses a child-initiated approach when planning activities. This ensures activities are age and stage appropriate. As a result, children show high levels of engagement. For example, children enjoy sensory experiences. They enjoy running their fingers through cornflakes and squashing them in their hands. Children develop control and show good concentration as they use spoons to fill beakers. They show excitement as they empty them.
- Children's progress is frequently monitored. The childminder understands the importance of ongoing observations and recognises when children achieve new things. This helps to ensure children's development is well supported and, as a result, they make good progress.
- The childminder is committed to reviewing her provision and ensures she provides the best service to children and parents. She has close links with local childminders who she meets with to share practice ideas. The childminder evaluates activities that support her in identifying ways to ensure children's learning is challenged and extended.
- Children's communication and language skills are well supported through the childminder's skilful teaching. She uses sounds in play, such as 'beep, beep', when children play with transport. The childminder uses simple questions and provides children time to respond, such as asking, 'What is that?' Children are introduced to new words and phrases. For example, as younger children tip the sand out of the sand tray, the childminder says, 'all gone'.
- The childminder has a calm and consistent approach when supporting children's behaviour. She uses lots of positive praise, such as 'well done'. Children are

supported to play together, which develops their social skills. On the few occasions disputes occur, the childminder quickly intervenes saying, 'We have lots of toys, we can find you one'.

- Children are developing a love of books. They enjoy choosing stories and show interest as the childminder reads to them. They recall favourite stories and join in key phases, such as 'That's not my monkey'.
- The childminder promotes children's independence. For example, she supports children to wash and dry their hands. However, on occasions, the childminder does things for children that they could attempt to do for themselves. For example, putting their coats on and wiping their own noses.
- Parents speak highly of the childminder and report they are 'over the moon' with the care she provides. They say that she offers a 'home-from-home' environment. The childminder provides parents with regular updates regarding children's development. Parents say they find it helpful that the childminder talks to them about the children's met milestones. The childminder recognises experiences that children do not always have at home and ensures she provides these for children. However, the childminder does not consistently share ideas with parents to support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding. She has recently attended training to refresh and update her knowledge. The childminder is aware of the different signs and types of abuse. She knows what to do if she has a concern regarding a child, or if an allegation is made against herself or a member of her household. She has a sound knowledge of radicalisation, female genital mutilation and county lines. The childminder completes regular risk assessments to ensure the environment is safe for children. For example, she checks the outdoor garden before children access it and ensures outdoor gates are always locked.

What does the setting need to do to improve?

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

- further develop the partnership with parents by providing information on how they can support children's learning at home
- support children to become more independent in managing their own health and self-care needs.

Setting details

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| Unique reference number | EY460061 |
| Local authority | Nottingham |
| Inspection number | 10236114 |
| 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 | 19 to 10 |
| Total number of places | 15 |
| Number of children on roll | 13 |
| Date of previous inspection | 11 November 2016 |

Information about this early years setting

The childminder registered in 2013 and lives in Clifton, Nottingham. She operates all year round, from 7am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Davies

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 spoke to parents to gain feedback regarding their thoughts.
- The inspector carried out a leadership and management discussion with the childminder.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and household members.
- The inspector carried out a learning walk and discussed the curriculum with the childminder.
- The inspector carried out a joint evaluation of an activity with 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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