

Childminder report

Inspection date: 9 January 2023

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 smile when they arrive at the childminder's. They leave their parents calmly. Children are confident. They independently select resources to play with. Children enjoy having the choice of resources and choosing songs to sing with the childminder. The childminder has developed positive relationships with children. They enjoy being in her company, children smile and laugh with her. When children are unsettled, the childminder offers a comforting cuddle and children snuggle in.

Children respect one another and work together. When the childminder begins to sing 'Row, row, row your boat' children sit on the floor and hold each other's hands. They rock forward and backwards and sing. They smile at one another and giggle when they finish singing.

Children know the daily routine. For example, when the childminder tells the children it is snack time they all walk into the kitchen and sit down. They wait patiently while the childminder prepares their snack. Children are encouraged by the childminder to be polite. She models how to use positive manners and encourages children to use them. For example, at snack time when children are offered more fruit the childminder says please and thank you as she hands the fruit out, and children repeat the words appropriately.

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

- The childminder understands child development and how children learn. She uses her knowledge and children's interests to provide experiences and learning across the early years foundation stage areas of learning.
- Children are supported to develop their mathematical skills and language. For example, as children pause to roll a car down a ramp, the childminder counts 'one, two, three'. While children attempt to complete jigsaws, the childminder encourages them look at the size of the pieces.
- The childminder supports children to become independent. For example, older children gather their own belongings to get ready for the school run when prompted by the childminder. The childminder encourages the younger children to search for their shoes. She supports them to try putting them on and encourages them to put their own coats on, with some success.
- Children are developing an understanding of how they feel. For example, as children get ready for a messy activity they call out loudly and tap the tray. The childminder comments on the sounds the children make. She defines their feeling 'you're excited', she says.
- The childminder has attended training that has improved her knowledge and understanding of safeguarding. The childminder reviews her skills and knowledge. She uses this to plan her professional development. For example,

she has identified she would benefit from attending further training to increase her knowledge about younger children's development. She comments on her plans to take children on more outings to the wider community, for example, to visit libraries, local towns and soft-play sessions.

- Overall, children behave well. The childminder prompts some children to sit down and praises most behaviours she wants them to achieve. However, this is not consistent. For example, when some children climb on a child-sized table, the childminder comments that they should not climb, or says no. This does not give children clear messages about what behaviour is expected and why.
- Generally, the childminder supports children's communication and language. As children play, the childminder names things, repeats words that children say and asks questions. For example, children pick up cars, and make sounds. The childminder says, 'you got a car.' However, the childminder does not consistently introduce children to language or sounds beyond what they already know. For example, when children walk back into the room and make sounds linked to a toy they have found the childminder notices them, but does not introduce any verbal communication to extend the children's use of sounds.
- Parents are happy with the childminder and say she comes recommended by other families. They add they receive communication about their child's day and how their child has been. However, they are unsure of what their children's next steps are, and how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of the signs and symptoms of abuse. She has attended training which has supported her in developing her knowledge of safeguarding issues, such as families being radicalised. She is confident to make appropriate referrals to relevant agencies, to support families and their children. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder ensures the environment is safe, inside and outside, through risk assessments. The childminder ensures the suitability of the members of her household.

What does the setting need to do to improve?

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

- provide consistent messages to children, so that they understand what is expected of them, and learn how to behave appropriately
- develop interactions further, to ensure all children are introduced to new vocabulary, to support their communication and language skills
- improve communication with parents, to support them to know what their children's next steps in learning are, to enable them to extend their children's

learning at home.

Setting details

Unique reference number	252769
Local authority	Nottinghamshire County Council
Inspection number	10234426
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 March 2017

Information about this early years setting

The childminder registered in 1999. She lives in Collingham, Newark. The childminder operates all year round, Monday to Thursday, from 7.30am to 5.30pm, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder in the morning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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