

# Childminder report

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Inspection date: 7 February 2023

<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 thoroughly enjoy their time at this childminder's home. The childminder plans activities to support children's interests. She ensures her curriculum covers all areas of learning to support children's progress and skills. Children confidently explore the good range of activities that the childminder provides for them. They build a tower, as they confidently connect construction bricks together. Other children press buttons to make sounds. Children use their imagination well, as they feed pretend dinosaurs with dried cereal. They demonstrate good concentration skills and are curious in their play. Younger children happily play alone or alongside other children, which is appropriate for their age and stage of development. The childminder encourages children to build on their social skills during purposeful planned activities, such as during singing time.

Children have a positive attitude to their learning. They behave well and are kind with one another. For example, when they are thirsty, younger children collect other children's water bottles to make sure they too are hydrated. Children learn to keep safe. They eagerly take part in helping to clear away dried cereal that is on the floor. Children use brushes to sweep up the cereal. The childminder explains clearly to them why this is important, which is so that they do not slip and hurt themselves.

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

- The childminder demonstrates the capacity to improve. She regularly completes training to improve her teaching skills. This positively impacts on the outcomes for the children in her care. For example, she now knows to provide children with sufficient time to explore and become deeply involved in their play and learning.
- Partnership with parents is effective. The childminder shares and exchanges information about children with their parents on a secure online platform. She also talks with parents when they drop off and collect their child from her care. Written comments from parents are positive. They praise the childminder on how well she makes sure children are happy and safe.
- Children show enthusiasm and quickly become absorbed, for example, in a coloured-pasta activity. Older children use their hands and various tools, such as tweezers, to pick up the pasta pieces and place them on the coloured plates. However, the childminder has not considered the age and stage of development of all of the children during her planning of this activity. Some aspects of the learning intent for this activity are too difficult for younger children. Therefore, these children do not get the most out of the activity to support their learning, as it is too challenging for them.
- Children show a particular interest in singing songs. They are excited to see

what props are in the singing-time box. Children eagerly pick out a prop. They hold it in their hands and show it to the childminder. However, the childminder tells the children what they are holding and what they are going to sing first. She does not give children time or encourage them to think and tell her what they are holding and what they want to sing.

- Older children develop their mathematical skills well. They learn to count, name colours and match the colours together. Children confidently count to four and then to 10 with support from the childminder during a colour-matching activity.
- Children's health is promoted well by the childminder. She helps children to understand that they need to wash their hands to stop the germs from spreading, so they do not get poorly. The childminder offers healthy snacks and light lunches, which meet the children's dietary requirements and likes.
- The childminder talks to the children throughout play activities and general routines. This is one of the ways she supports their language development. She encourages children to make the sounds of animals that she shows them pictures of. Younger children respond, as they 'quack, quack' for a duck and 'oink' for pig. Older children use words such as 'delicious' during mealtimes to describe their meals.
- The childminder helps children to learn how to share toys and take turns. She uses words and phrases, such as 'kind hands' to help younger children understand how to play with toys appropriately. Children's self-esteem is promoted well. The childminder praises them on their achievements using phrases, such as 'well done' and 'you are clever.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to protect children from harm. She has completed all the necessary child protection training to keep her knowledge up to date. She clearly understands what procedures she must follow, should she have a concern about a child's welfare. This includes concerns that a child may be of risk from radicalisation and exploitation. The childminder completes thorough risk assessments of her home and pets to ensure children's safety is prioritised. She helps children learn how to use knives safely. The childminder supervises children closely as they cut up fruit for their snack.

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

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

- refine the way activities are tailored to support very young children's stage of development
- provide more time for children to share their own ideas and thoughts to support

their critical-thinking skills.

## Setting details

<b>Unique reference number</b>	EY404667
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10263545
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Mansfield, Nottinghamshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

### 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 setting.
- The childminder talked to the inspector about what she wants children to learn and how she plans her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and inspector evaluated an activity together.
- The inspector took account of the written views of the setting from parents.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder provided the inspector with relevant documentation, including the evidence of the suitability of all adults living on the premises.

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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