

# Childminder report

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Inspection date: 24 April 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 arrive happy and eager to learn at the childminder's stimulating and welcoming home. They benefit from fresh air, as they are supported to explore the safe and secure outdoor area. Children use their small-muscle skills to construct models, selecting plastic bricks and carefully connecting them. They show pride as they share their success with the childminder, cheering and pointing to the models they have created.

Children are encouraged to use their balancing and coordination skills to climb up the steps of the slide and carefully propel themselves down. They persevere in their actions and shout, 'Yay', when they complete the tasks. Children smile as they move back and forth on rocking toys. The childminder helps children to recall familiar songs as they move their bodies to rock the see-saw in time to the song.

Children are supported to learn new skills and build their understanding of numbers as they sort and count flowers in the childminder's garden. They have opportunities to strengthen their large muscles as they prepare for standing and walking. For example, they are given table-level activities to practise these skills. They stand at the table and use crayons to make meaningful marks on paper.

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

- The childminder uses her observations and assessments of children's learning to find out how she can best help them develop. For example, she continually uses songs and rhymes to help children build on their knowledge of language and learn new words. However, the childminder does not always allow time for children to process their thoughts and answer the questions she has asked them.
- The childminder ensures that children build their independence skills. For example, she provides activities that require children to undo zips and buttons. She allows time for children to master putting on their coats and shoes before going outside. Children show that they are learning to do things for themselves. For example, they independently blow their noses and place the tissue in the bin.
- The childminder uses stories and songs during the day and while children play to help them develop more complex language. However, she does provide consistently tailored support for younger children to help them learn first words and build on their emerging communication skills.
- Parents speak warmly about the childminder. They state she is kind, patient and professional. The childminder gathers information from parents regarding children's abilities and interests on admission, to help her get to know each child well. She shares with parents daily updates about the children's progress.

- The childminder supports parents to further their children's learning at home. For example, children regularly take home an activity they have been playing with at the childminder's house or a book they have enjoyed. Ideas are shared with parents on how to support and encourage children's development. Therefore, children are consistently learning at home and at the childminder's house.
- The childminder ensures that children have access to a healthy diet. Children help themselves to fresh drinking water and are supported to make healthy food choices. The childminder ensures her provision is clean and teaches children the importance of washing and sanitising their hands after blowing their nose or using the toilet.
- Children build close relationships with the childminder. The childminder helps to develop their emotional well-being, as she provides cuddles and comfort when needed. Children show that they feel secure and happy in the childminder's home. Children listen well and understand the routines during the day.
- The childminder extends her professional development. She ensures her professional knowledge is kept up to date and identifies training courses to help increase her understanding. For example, a recent course on understanding autism spectrum disorder has helped her to put strategies in place to provide support, as required.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training to refresh her knowledge on a regular basis. She understands her responsibility to keep children in her care safe. For example, she can identify signs that a child may be at risk and knows who to contact if she has concerns about a child. The childminder has robust cleaning and hygiene routines in place. For example, she sanitises areas after use and ensures children wash their hands before eating. The childminder takes steps to minimise hazards in her home and when children are on outings or walking in the environment.

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

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

- use questioning techniques more precisely to allow children enough time to think, process their thoughts and respond to questions
- improve support for younger children's emerging communication and language.

## Setting details

<b>Unique reference number</b>	254725
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10280209
<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>	10
<b>Date of previous inspection</b>	14 August 2017

## Information about this early years setting

The childminder registered in 1999. She lives in Bulwell, Nottingham. The childminder operates all year round, from 6am to 5.30pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## 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 it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the childminder 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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