

Childminder report

Inspection date: 10 May 2023

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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 has built positive relationships with the children and she knows them well. Because of this, children are settled. The childminder creates a safe and stimulating environment where children are confident to share their views and ideas. Children choose the toys they are going to play with. They put them where they want, prompted by the childminder. Children say, 'This is the best day ever,' while they are playing.

While children are playing, the childminder supports them to take turns and work together. She explains to children that they can 'swip swap' after a period of time, so they can all have a turn with the toys they would like to play with. The childminder continues to interact with the children in their chosen activity, which supports them to engage for prolonged lengths of time.

Children are supported by the childminder to extend their knowledge of how to use items. For example, the childminder shows them how to use a pump. She pulls the lever out and pushes the pump in to blow up the sides of an inflatable water pool. Children have a try and successfully pump up the pool by themselves. The childminder continues to describe what to do as children continue to use the pump. This contributes to children progressing in their development.

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

- The childminder understands child development and what she wants children to learn. She plans her environment, using the children's interests and their next steps, to support their learning further. The childminder plans experiences for children outside of her home. For example, she attends groups to build on children's social skills.
- The childminder supports children's overall mathematical development well. For example, she talks about winding the fishing rod 'longer' and 'shorter' to introduce children to language about length. As children put items into the water, the childminder shows children big and little shells. She continues to support children to recognise size. She asks if children can fit creatures into the toy shark's mouth or whether they are too big. The childminder encourages the children to look at quantity, for example when she asks them to count how many sea creatures they have.
- The childminder offers children ideas in their play to help support their imagination. For example, when children put a toy person in a small toy boat and move it around in water, the childminder talks to them about there being a whale in the water. Children incorporate the ideas and extend the play with one another. They pretend the toy person needs saving and take it in turns to put them back in the boat.

- Parents are more than happy with the childminder's service. They comment on her kind, caring and nurturing approach. In the short time their children have attended, parents feel their children have settled well, and their social and communication skills have developed. Parents say they get regular updates about their children's day as well as ways to support their children's learning at home, such as finding different shapes in the environment. Parents comment their children would not have been the same without the childminder being a part of their lives.
- The childminder supports children's communication and language development. She models language, comments and asks questions of children. She identifies items children are playing with and repeats words back correctly that children mispronounce to support their vocabulary. However, when she repeats words back, she does not introduce children to vocabulary beyond what they have already used.
- The childminder calmly deals with children's conflicts as they arise, especially when children are making sure they have the same amounts of items to play with. However, the childminder does not support children to understand emotions and how their actions can have an impact on others. For example, when children use a toy frog to hit the shark, the childminder asks them to stop but does not speak to children about feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She attends training which supports her to develop her knowledge of safeguarding issues. For example, she can recognise the signs of domestic violence and families being radicalised. She is confident to make appropriate referrals to relevant agencies to support families and their children. The childminder attends first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder implements risk assessments to ensure the environment is safe, inside and outside. She ensures the suitability of 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:

- further develop children's communication and language by introducing children to vocabulary beyond what they already know
- support children to develop an understanding of emotions and how their actions have an effect on others.

Setting details

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| Unique reference number | 258764 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10263628 |
| 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 | 9 |
| Date of previous inspection | 8 May 2017 |

Information about this early years setting

The childminder registered in 2001 and lives in Mansfield, Nottinghamshire. The childminder holds an appropriate early years qualification at level 3. She operates all year round, Monday to Friday, except for bank holidays and family holidays. Sessions are from 7am to 6pm. 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 it is 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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