

# Childminder report

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Inspection date: 6 June 2023

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| <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 are confident and eager to enter the childminder's home, waving to their parents as they leave. The childminder encourages children to have their own views and make independent choices. She asks questions and encourages children to decide what they would like to play with. Children point to items, which the childminder names and gets out for them. The childminder encourages children to make sure toys are put away, to ensure the environment remains safe.

The childminder supports children to learn how to stay safe and healthy. She encourages children to hold hands and check for cars before they cross the road. She talks to children about the reasons they need to wash their hands. Children tell the childminder that they wash their hands because there might be germs on them.

Children behave well and know what is expected of them. The childminder is prompt to support children to manage their behaviour. For example, when children want to look at the same book at the same time, she gives each child some time and reminds them when it is another child's turn. The childminder models being respectful to children, and this supports them to respect and be kind to one another. Children notice when a younger child drops their comforter and pick it up and pass it to the child it belongs to.

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

- The childminder understands child development. She uses this knowledge to plan activities to promote children's progress towards their individual next steps. She ensures children have a range of experiences that reflect all areas of learning. The childminder extends children's learning by taking them out for experiences beyond her home. For example, they visit group activities to support children's social skills. The childminder takes children to museums and libraries to look at history and gain a wider understanding of the world around them.
- As children stack bricks, the childminder introduces mathematical language, such as 'taller' and 'shorter', while children add or take off bricks. She encourages children to recognise numerals she has placed in the environment. The childminder supports them to understand quantities by counting how many are in a group.
- The childminder supports children to develop their imagination. She skilfully reminds children of their own personal experiences, so they can use these ideas in their play. For example, she supports children to re-enact experiences when they have been to the garage with their parents to get the car tyres changed. This prompts children to explore toy vehicles and pretend that buildings are garages.

- The childminder puts resources outside, such as slides and see-saws, to develop children's gross motor skills. She encourages children to move their bodies to music as she models how to dance, and children copy her actions. Children develop their small muscles as they use tools to squeeze and scoop up small objects into buckets.
- Parents speak highly of the childminder. They say she communicates well and shares information frequently with them. The childminder tells them about their child's day as well as what their child needs to learn next. Parents comment on the support they receive from the childminder and the strategies she has suggested to support them to manage their children's behaviour at home.
- The childminder repeats language back to older children to ensure they hear the correct pronunciation of words to support their communication and language development. She points to pictures in books and names them to expose older children to new language. Older children promptly repeat and try to use the language the childminder models. For example, children point to pictures and name 'frog spawn'. The childminder positions younger children so they hear the language she models to older children. However, the childminder does not consistently introduce age-appropriate naming vocabulary with younger children, to develop their communication skills.
- The childminder interacts and supports children to share as they play together. Children are happy and play cooperatively with the toys within the environment that the childminder has created. However, on occasions, children become unsettled or fall out about toys they would like from others. The childminder does not fully support children to understand their own emotions or how others are feeling when they take toys.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She has completed training that supports her knowledge of safeguarding issues, such as how to recognise that families may have been drawn into crime. 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 her inside and outside environments are safe, 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:**

- improve the consistency of interactions with younger children to support their communication and language skills

- develop interactions with children to improve their understanding of emotions.

## Setting details

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| <b>Unique reference number</b>                     | EY488124  |
| <b>Local authority</b>                             | Nottinghamshire County Council  |
| <b>Inspection number</b>                           | 10264964  |
| <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> | 0 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | 30 June 2017  |

## Information about this early years setting

The childminder registered in 2015 and lives in Sutton in Ashfield, Nottinghamshire. The childminder operates all year round. Sessions are from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. 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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