

Childminder report

Inspection date: 6 July 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 is incredibly warm and engaging, which helps children to develop close bonds with her. Children often lean in for cuddles, which the childminder is always ready to give. The childminder spends time reassuring children that visitors are welcome in her home. As a result, children feel safe and secure and are confident to speak with visitors and include them in their play. Children are highly inquisitive and active learners. They show a huge interest in books. The childminder reads stories to children in an extremely engaging and enjoyable way. She uses different voices for different characters, which helps children to have a positive attitude to listening.

The childminder skilfully and sensitively helps children who sometimes struggle to share. She guides children and explains why they must sometimes wait their turn. The childminder's approach makes a difference to early outcomes for children. She dedicates her time to joining in children's play and supports children well to achieve their aims. The childminder explains and shows children how to use the resources and gives them time to do things for themselves, which promotes their independence. Children concentrate well and have opportunities to solve problems. For instance, they learn how to find the correct numbered key to open a corresponding door on a toy. This contributes to children making good progress in their learning and development.

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

- The childminder has a strong commitment to continuous professional development. She regularly accesses webinars and listens to podcasts. The childminder has become aware of the importance of including dads in their children's care and development. As a result, she ensures that dads are included in the range of information she shares with parents so they can feel connected to children's learning.
- The childminder is a qualified teacher and shows good-quality teaching practice. She gives children her full attention, observes and responds to all their communication and follows their cues. However, very occasionally, in her enthusiasm to engage with the children and teach them new concepts, the childminder does not give children enough time to process their thoughts and ideas and to respond.
- The childminder accurately assesses and monitors children's learning. She implements an ambitious and meaningful curriculum for children. The childminder concentrates on teaching children the values and skills they need before they leave her care. Children engage well in activities. They spend a long time exploring the sensory properties of flour and water. The childminder supports children to solve problems by changing the tools they use to mix the

water and flour. She nurtures children's excitement and adds coloured water to the flour. Children watch in awe as they combine the colours with the mixture and create swirls and patterns.

- The childminder is very perceptive to how children are feeling. She explains to the children the reasons why she expects certain behaviours and how some of their actions might make others feel. Children develop a strong understanding of the emotional skills they need to manage their own feelings. Equally, the childminder reinforces the use of good manners. This results in children being very polite and well mannered. They regularly say 'please' and 'thank you' without being prompted.
- Children have very secure emotional attachments to the childminder, who provides nurturing and consistent care. The childminder lovingly acknowledges when children show they are scared by dinosaurs. She helps them to manage these feelings by showing them a video of their previous experience of meeting pretend dinosaurs. She uses a soothing and reassuring voice as she explains that the dinosaurs are not real. The children snuggle up to her. This makes a significant difference to children's emotional well-being.
- The childminder creates good opportunities for children to access their local community to develop their social skills with other people. She takes children on regular outings to playgroups to mix with children of a similar age. Children are taken on visits to the library to develop a love of books. They visit a farm to learn about animals. The childminder is particularly keen for children to learn and develop their curiosity through a love of being outdoors. One example of this is when children collect lilac and make lilac 'salt' to take home to share with their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in recognising early signs of abuse. She is knowledgeable about safeguarding risks to children, such as radicalisation and domestic abuse, and what they may look like for a child. The childminder is clear about the procedures she will follow and who she will contact, if necessary, to ensure children's safety. The childminder discusses appropriate action she will take if an allegation is made against herself or another household member. The childminder ensures that her setting, inside and outside, is well organised, clean and safe for the children. She is vigilant and supervises the children well.

What does the setting need to do to improve?

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

- give children the time they need to process their thoughts and ideas.

Setting details

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| Unique reference number | EY440872 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10289398 |
| 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 7 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 23 November 2017 |

Information about this early years setting

The childminder registered in 2012 and lives in Retford, Nottinghamshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 and the inspector discussed how the childminder organises her early years provision. The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector observed the interactions between the childminder and the children. The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents provided written feedback, and the inspector took account of their views of the setting.
- The childminder provided the inspector with a sample of key documentation on request, including information on the suitability of household members and a valid paediatric first-aid qualification.

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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