

Childminder report

Inspection date: 14 September 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides an environment which encourages children's natural curiosity. She carefully considers the resources she offers and ensures they are attractively presented and easily accessible. For example, babies show enthusiasm as they rip tissue paper, feel sequined cushions and safely explore natural resources. They watch with interest as the childminder drops wooden balls and bricks into a curved dome. Babies shake the dome with excitement and watch as the items spin around. They pat the dome and squeal with delight as this causes the balls and bricks to clatter around. The childminder extends their learning as she shows babies how to spin colourful spinners. Babies copy, purposefully flicking the spinners repeatedly. This helps children learn cause and effect.

Children develop secure attachments with the childminder and happily leave their parents. They confidently join in all the activities. On occasion, when the newest starters get upset, the childminder gently provides words of reassurance and comforts them with cuddles. Babies cosy up to the childminder to share a book. The childminder encourages them to feel the textures on the pages. She introduces words such as fluffy, soft and scratchy. Babies copy the childminder's actions as they feel the different textures.

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

- The childminder has taken a positive approach to addressing the weaknesses raised at the previous inspection. She has undertaken a thorough risk assessment of her premises, which has ensured the minimisation and removal of all potential hazards. This has had a positive impact, as children's safety is now assured.
- The childminder provides plenty of opportunities for children to develop their muscle strength and coordination skills. For example, the childminder ensures children get fresh air and daily exercise through walks in the community and trips to the park. Additionally, she carefully places interesting activities just out of reach to encourage younger babies to crawl and for older babies to pull themselves up to stand.
- Parents are positive and state the childminder provides a safe and caring environment. They say their children are supported to develop their social skills and enjoy a variety of outdoor activities. Parents state communication with the childminder is good, and they feel well informed about what their children are learning.
- Children are learning to behave well and share resources. The childminder role models how to take turns when putting items into a container. Babies focus as they attempt to get the container lid back on. When this does not work, they are encouraged to turn the lid over in their hands and keep trying. This encourages

early problem-solving skills. However, children sometimes become unsettled as the childminder does not always keep them fully engaged. For example, during some daily routines, the childminder becomes occupied with preparing lunch and settling other babies to sleep.

- The childminder evaluates her practice in order to enhance her provision further. She links with other childminders to undertake training and share ideas on best practices. The childminder regularly takes children to local playgroups to extend activities on offer to them. In addition, she has made positive links with the local nursery in order to share information about children who attend both settings, therefore, helping to ensure they make good progress.
- The childminder supports children's growing independence skills and encourages them to do as much as possible for themselves. Children freely choose which resource they wish to access, get their cups when thirsty and recognise the daily routine. For example, babies make their way to their chairs at mealtimes, and others sit next to the changing mat waiting for their nappy to be changed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She is aware of the signs and symptoms that indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views. The childminder knows the procedure to follow should she need to report a concern about a child. She has undertaken recent training in safeguarding and keeps up to date with any changes through accessing regular online courses. The childminder ensures children learn how to stay safe when out and about in the community. For example, she teaches older children about road safety.

What does the setting need to do to improve?

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

- develop ways to keep children fully engaged to prevent them from becoming unsettled when routine tasks, such as preparing food, are being completed.

Setting details

Unique reference number	260445
Local authority	Nottinghamshire County Council
Inspection number	10293475
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	0 to 8
Total number of places	3
Number of children on roll	12
Date of previous inspection	13 April 2023

Information about this early years setting

The childminder lives in East Markham, Newark. She registered in 2001. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector discussed any continued 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 spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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