

Childminder report

Inspection date:

7 November 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

Babies' and children's care needs are appropriately met by the childminder. Children snuggle into the childminder for comfort when they are upset. This helps children to form close relationships with the childminder and to settle and feel confident in her care. The childminder supports children to share with their friends, showing them how to show care and kindness towards each other. Children have opportunities to build on their independence skills. For example, the childminder asks them to put on their shoes, praising them when they achieve this. Children show their understanding of the daily routines that the childminder establishes. For example, when asked, they help to tidy away toys they have finished playing with, encouraging them to take responsibility for caring for the environment.

Children enjoy regular opportunities to play outdoors in the fresh air. They develop their physical skills as the childminder encourages them to navigate space, splash in puddles and kick leaves. Children begin to understand the rules and boundaries that are in place on their walk to school. For instance, the childminder talks to them about road safety. Children know not to run off and to walk sensibly when they walk on the pathway.

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

- The childminder knows the children well and plans for their individual learning needs effectively. She gains information from parents about children's interests. She uses this information to plan activities for children, to support their development. For example, when parents share children's interest in tipping and pouring, the childminder plans a range of activities around this, enabling children to practise and develop their hand-eye coordination.
- Children show an increasing love of books. They enjoy listening to the childminder as she reads stories. The childminder skilfully brings stories to life, using a variety of voices for different characters. She supports children to retell familiar stories using props. For example, children flap their arms and use owl puppets as they pretend to fly and make hooting owl noises.
- Children enjoy exploring sensory play activities. They show curiosity and wonder as they use a variety of tools to mix cornflour and water. The childminder introduces new words as children play and encourages them to connect the words to the actions they make. For example, the childminder says, 'Splish, splash, splosh', as babies enjoy splashing, resulting in the mixture trickling down their faces.
- Children sit together at the table during mealtimes, which promotes their social interactions and safety when they eat. The childminder provides the children with a range of nutritionally balanced snacks to promote their good health. However, during some daily routines, such as snack time, children spend time

waiting and are not fully engaged in learning. This results in some children showing unwanted behaviours.

- Children show a positive attitude to learning. The childminder encourages them to persevere when they find things difficult. For example, when children struggled to pull their zips down on clothing, she provides clear instructions and demonstrates to children how its done. This contributes to children developing resilience and a 'can-do' attitude.
- Children embark on a range of activities away from the childminder's home. The childminder takes them on regular trips to the library to help them develop a love of books. Children visit local parks for physical exercise and attend a local music group to encourage their creativity. This enhances children's experiences of the wider community.
- The childminder has an enthusiastic attitude to extending her professional development. She is self-motivated and regularly attends training courses to develop her knowledge of supporting children's needs, such as speech and language and behaviour management.
- Parents are happy with the care the childminder provides. They share that the childminder is kind, caring and patient, and their children look forward to attending. Parents say their children share that they enjoy the baking and messy activities the childminder provides. However, the childminder does not consistently provide information for parents about how she plans to support children's next steps in learning to help them continue to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to safeguard children. She understands how to recognise the signs and symptoms that indicate a child is at risk of harm. The childminder knows how to refer any concerns about a child in her care. She knows the procedure to follow if an allegation is made against herself or a household member. The childminder undertakes regular risk assessments in her home, which helps her to provide a safe and secure environment for children to play and learn. She supervises children well as they move around her home.

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 organise daily routines more effectively to fully engage children in learning
- provide parents with information about children's next steps in learning to help support parents to continue their child's learning at home.

Setting details

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| Unique reference number | EY468714 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10288918 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 20 |
| Date of previous inspection | 6 November 2017 |

Information about this early years setting

The childminder registered in 2013 and lives in Retford. She operates term time only, from 7am to 6pm, Monday to Thursday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. 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 and the inspector conducted a learning discussion together, discussing the learning intention for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector held discussions with the childminder regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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