

Childminder report

Inspection date: 19 December 2024

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

Children are helpful and complete tasks on their own. For example, the childminder asks children to tidy up toys before they get others out, which children do willingly. When toys roll under furniture in the childminder's house, older children use tools to retrieve this. They receive praise from the childminder when they retrieve a dice from under the sofa, helping to raise their self-esteem and confidence.

Children are supported by the childminder to understand the skills needed to catch a ball. For example, the childminder asks children to hold out their hands, put them together and to close their fingers before throwing objects for them to catch. This contributes to children catching small objects, showing good hand-eye coordination. Children smile and show a sense of achievement when they do this. Children are supported to understand the correct way to pronounce words. For example, if they say words incorrectly, the childminder repeats words correctly, to help build on children's vocabulary. Children have opportunities to build on their interests. For instance, when children like dinosaurs, the childminder offers children toy dinosaurs to play with and books about dinosaurs. Children show their imagination in their play. They use wooden shapes to make a pretend stack for toy dinosaurs to climb over.

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

- The childminder takes children to toddler groups. This is so they have experiences to interact and play with a variety of different children. Parents comment that these visits help their children to develop their confidence and social skills.
- Children share books with the childminder that helps them learn about oral health and the importance of cleaning their teeth. When children say that there are bubbles on the pages, the childminder helps them to understand it is toothpaste. At the end of the story, children look in mirrors on the page and smile at their reflection, showing their clean teeth.
- The childminder offers children experiences to learn about different transport vehicles. For instance, she takes children for rides on trams, trains and buses. Children say that they like all the different forms of transport.
- The childminder helps children to learn how to play cooperatively with others. For example, she plays games with children where they are supported to take turns. Children learn about the rules of the game.
- The childminder observes and assesses children's development to help identify what they need to learn next. For example, when she identifies that children need to develop their physical skills, she supports them to walk with her up and down hills in the street to help increase their stamina.
- Prior to children attending, the childminder meets parents and children at local

parks. This helps children to get to know the childminder in a comfortable environment, promoting their well-being. However, when children first start attending, the childminder does not gather information from parents to help her identify what children already know and can do. This will help complement her own observations and to help plan for children's learning more precisely on entry.

- Children learn how to promote their safety and good health. For example, the childminder talks to children about road safety and holding onto her hand when she walks with them in the street. Children show an understanding of why they wash their hands after using the toilet, saying that they do this because of the germs.
- The childminder reflects on her practice and identifies ways to improve experiences for children. This includes purchasing dancing rainbow ribbons for children to use to help develop their physical skills. Children make large arm movements when they hold onto the end of a stick and make ribbons twirl around in the air. These large arm movements contribute to supporting children's early writing skills when they move on to school.
- The childminder helps children to learn the names of different shapes. However, when the childminder identifies that children need to build on their knowledge of numbers and counting, she does not fully support them to build on these skills. For example, children are asked to confirm the numbers they already know instead of helping them to learn new numbers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- gather information from parents about children's abilities when they first start to help plan more precisely for children's learning
- help older children to build on their understanding of numbers and counting.

Setting details

Unique reference number	252456
Local authority	Nottinghamshire County Council
Inspection number	10364163
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	3 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 1995 and lives in Carlton, Nottinghamshire. She operates all year round from 8am until 5pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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