

Childminder report

Inspection date: 17 February 2022

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 develop a secure attachment to the childminder, who is patient and caring. They freely go for cuddles and confidently ask for help when needed. Children show consideration for others and their behaviour is good. They share well and take turns, with gentle reminders from the childminder when needed. Children understand why rules are in place and they take care of their toys and resources. For example, they know that they need to put lids on felt tips or they will dry out.

Children are confident and make decisions and choices about their play. Pre-school children practise small movements by squeezing clay in their hands to make a ball. They persevere with a rolling pin to make the clay flat. Children use their fingers to delicately grasp buttons, sequins and beads to push into their clay. Babies make marks as they learn to hold crayons and scribble back and forth on paper. This helps to strengthen their smaller muscles for early writing. Children develop confidence in their larger movements as they work together to create a dance. They laugh as they shake and wiggle to the music. Babies join in by moving their bodies gently to the rhythm.

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

- The childminder offers a curriculum that has a strong focus on supporting children to be active, independent learners. This prepares them well for their next stage in learning. The childminder skilfully encourages children to solve problems, which extends their knowledge further. For example, they question how to spell the names of colours. The childminder supports them to sound the words out slowly. Children beam with pride when they succeed.
- Children develop good independence skills. The childminder promotes this through daily routines. Pre-school children put on their own shoes and coats, fetch their own drinks and access the toilet themselves. Children know the routine. For example, they know to tidy away toys before getting other activities out and to put their muddy shoes in a box when they finish outdoor play. Children develop the ability to do things for themselves.
- The childminder models positive behaviour. Any minor issues are dealt with swiftly. The childminder explains why some behaviour is not acceptable. For example, one child laughs at another child for being reminded to share. The childminder explains why this was not kind and that they are all friends. Children learn to be respectful of others.
- Pre-school children are confident communicators. The childminder asks thought-provoking questions during their play. This encourages children to share their thoughts and ideas. The childminder talks to babies as they play. However, she tends to overly narrate what is happening. This means, on occasion, babies can be reluctant to engage. To this end, they are not learning early communication

skills as effectively as they could.

- Parents speak positively about the childminder. They feel that their children are very settled and well cared for. Parents feel well informed and know what their children enjoy playing with. They state that their children are developing well. For example, parents say their children are more confident and have improved their communication skills since attending the childminder's setting.
- Children have access to healthy food and fresh drinking water. The childminder encourages them to eat the healthy options from their lunch boxes which are provided from home. However, lunchtimes are not organised as well as they could be. For example, babies eat at a different time to older children. This means babies do not learn to interact with other children during this daily routine.
- The childminder evaluates her provision. She gathers feedback from children and parents to continually improve and extend what she has on offer. For example, the childminder has observed that children enjoy stories and so she takes them to a weekly story session at the community library.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of all aspects of safeguarding. She has in-depth understanding of the signs of abuse and wider aspects relating to safeguarding, including the 'Prevent' duty guidance. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. The setting is secure, and the childminder supervises children well to ensure they are safe as they play and explore. The childminder teaches children about personal safety. For example, she reminds them not to stand on the slide or they may fall and hurt themselves.

What does the setting need to do to improve?

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

- review mealtimes so children can sit together and further develop their social skills
- ensure interactions with babies are purposeful to enhance their early communication and language skills.

Setting details

Unique reference number	252653
Local authority	Nottinghamshire County Council
Inspection number	10071123
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 May 2015

Information about this early years setting

The childminder registered in 1993 and lives in Mansfield Woodhouse, Nottinghamshire. She operates all year round from 7am until 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Susan Hyatt

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to inspector about her intentions for children's learning.
- Child spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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