

Childminder report

Inspection date: 10 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have good relationships with the childminder and her assistants. They share cuddles and talk happily with the adults in the setting. For example, younger children smile and chatter during nappy changing routines. They echo words modelled by the assistant, such as 'wet' and 'remember'. This demonstrates that they feel safe and secure in the setting.

Children have access to a wide range of activities indoors and outdoors. They are supported to make choices about what to play with and are given the freedom to explore their own interests. For example, children ask for their favourite music to be played. They dress up in costumes and pretend to be the characters from the songs.

Children's behaviour is good. They enjoy taking part in group games and are gently reminded of the expectation to share toys with their friends. Children show care and respect for one another. For example, younger children take great delight in playing together in the outdoor playhouse. They take turns to run in and out of the house, giggling at each other, while older children sit close together on the sofa, asking each other questions and deciding what they will play with next.

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

- The childminder knows the children well and provides activities and resources that support all areas of learning. The childminder can talk confidently about each of the children in her care. She uses her knowledge of what the children can already do and their interests to plan for their next steps in learning. The childminder supports these next steps through her interactions with children. However, this is not always consistent and, at times, there are some missed opportunities to extend children's mathematical knowledge further, particularly in relation to their early number skills.
- The childminder provides lots of opportunities, inside and outside, for children to develop their large- and small-muscle skills. For example, outdoors, children use spoons to scoop oats from the large tray into smaller containers. They pour out the oats and refill the containers as they play. This allows them to develop their hand-to-eye coordination. Inside, children take part in music-and-movement activities, where they move their bodies and perform the actions to songs such as 'Head, shoulders, knees and toes'. This supports children's balance and coordination skills.
- The childminder supports children to develop their communication and language skills. She responds enthusiastically to children's speech. For instance, she warmly echoes back the single words communicated by younger children, and she adds one or two new words to extend their vocabulary and ideas. With older

children, the childminder asks open-ended questions and engages them in longer conversations about their experiences and family life.

- The childminder is aware of the importance of providing healthy and nutritious food and drinks for children. She makes sure that children have access to drinking water throughout the day and provides fresh fruits at snack time and vegetables with their home-cooked lunch.
- The childminder develops strong partnerships with parents. She talks to parents about healthy food, oral hygiene and toilet training, and she works closely with them to provide support in these areas. During the COVID-19 national lockdowns, when permitted, the childminder arranged to meet with families in the local park for walks, to maintain relationships with the parents and the children.
- The childminder has completed all mandatory training, which supports her to promote children's safety and welfare. She has also attended training courses to support her to promote children's learning to the highest level. However, the childminder has not thoroughly identified gaps in her assistants' knowledge of the curriculum and the appropriate training to support consistent implementation of curriculum. As a result, at times, the childminder's assistant does not extend children's learning and challenge them fully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have good knowledge about how to keep children safe. They recognise the signs and symptoms of the main types of abuse and know what steps to take to protect the children in the setting. The childminder ensures that suitability checks for her assistants are carried out and that they are trained in paediatric first aid and safeguarding. The childminder refreshes her own safeguarding knowledge regularly and shares her learning with her assistants to ensure that they have access to the most recent and relevant information.

What does the setting need to do to improve?

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

- extend the programme for mathematics, to maximise every opportunity for children to build on their knowledge of numbers and counting
- enhance the support given to assistants, to extend the quality of teaching and drive practice to an even higher level.

Setting details

Unique reference number	2526552
Local authority	Nottinghamshire County Council
Inspection number	10208312
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 10
Total number of places	6
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bestwood Village, Nottingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Emma Gardner

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 inspector had a learning walk with the childminder and discussed how her curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector held discussions with parents and 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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