

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

The childminder provides a nurturing, home-from-home environment for children. She interacts positively with children and values each child highly. Children build close bonds with the childminder. For example, children show affection towards the childminder as they snuggle into her for a cuddle. Children learn to care and respect the environment. They confidently help tidy away resources and enthusiastically complete small tasks for the childminder. This gives children a sense of responsibility and builds their independence skills.

The childminder is a positive role model. For example, she supports children's good behaviour, and she is caring in her approach. Children begin to develop an understanding of right and wrong as they share and take turns with toys. For example, the childminder says 'my turn' and 'your turn' as they each put pieces into an insert puzzle board. The childminder encourages children to twist and turn the pieces to fit the shape, helping children to keep trying. These positive experiences help children to develop resilience and a have a go attitude. The childminder praises children for their efforts and achievements, which helps to support their confidence and self-esteem. Children remain focused for long periods of time during activities.

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

- The childminder knows all individual children well, including their unique personalities and their next steps in learning. She plans activities that excite children to help them make good progress. Younger children begin to learn the names of their different body parts. During a creative activity, children thoroughly enjoy spreading glue with a brush and sticking on materials of different colours and textures to create a face. The childminder supports children's learning as she asks them questions, such as 'Where are your eyes?' However, occasionally, the childminder asks multiple questions in quick succession. This means that children sometimes struggle to process these questions and, therefore, are unable to respond.
- The childminder supports children to develop their language skills. For instance, children sit comfortably on the sofa alongside the childminder as she happily reads a story to them. The childminder reads in a lively way and makes frequent pauses, so that children can study the pictures and talk about the story. Young children recognise animals in the book and the childminder makes the animal sounds, children are confident to have a go at repeating the animal sounds.
- Children are encouraged to have fresh air and exercise. While exploring the garden, the childminder blows bubbles and says 'pop' as they burst. She shows children how to blow and they have a go themselves. As children grow in their confidence, they dip the sticks into the bubbles and then blow them. Children

develop their fine motor skills and hand-eye coordination as they navigate the small sticks into a small tube. They persevere and are pleased when they succeed.

- The childminder has effective partnerships with parents. During the induction process, the childminder gathers detailed information from parents, enabling her to understand children's background, interests and needs from the start. The childminder uses her observations, and ongoing conversations with parents, to identify and assess where children are in their learning. Parents provide positive comments and are happy with the care and support the childminder provides.
- The childminder takes children on regular outings. They visit parks, open spaces and local groups. While on outings, the childminder gives children enriching experiences. She teaches children about the world around them. Children learn about how to keep themselves safe. For example, the childminder teaches children about road safety and waiting for the 'green man' before crossing the road.
- The childminder has a supportive group of childminding colleagues, who she talks with to share ideas and exchange knowledge from training. The childminder reflects on her practice and skilfully identifies areas where she feels the need to deepen her knowledge and seeks out training to support her understanding.

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:

- allow children more time to respond to questions to better support their developing communication skills.

Setting details

Unique reference number	252982
Local authority	Nottinghamshire County Council
Inspection number	10367308
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	11
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2000 and lives in West Bridgford, Nottingham. She operates all year round, from 7am until 5pm from Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector also took account of parent's written reviews provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder about how she plans to meet the individual learning needs of children.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.

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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