

Childminder report

Inspection date: 1 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children benefit from warm, close relationships with the childminder. They happily go to her for hugs when they need reassurance and sit on her knee to listen to stories. Children love to share jokes and play familiar games with the childminder. They enthusiastically sing songs like 'Old MacDonald had a Farm' together. Children make the noises of farm animals and look at pictures of them. They start to learn about the wider world as the childminder names animals they are unfamiliar with, like owls. They talk about where the owl would live and what sound it makes.

Children start to learn the skills they need to be independent. Their self-esteem is well supported. The childminder praises their efforts to put their wellington boots on independently and children beam with pride when they are clapped for their good attempt.

Children have a high level of autonomy in the setting. They are listened to, and their choices are respected. Children are asked if they would like to stay indoors or go outdoors. They pick what they would like to play with, and the childminder provides this for them and joins in with their play. They start to learn that their choices and opinions matter and they can decide what they do.

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

- Children benefit from the childminder knowing them and their families very well and having a clear understanding of what they need to make good progress. She considers what activities and experiences she can provide for children to build on what they already know and can do. She ensures that what she plans for children will give them the wide range of experiences they need to be well prepared for the next steps in their learning. The childminder follows children's interests and the choices they make about what they want to do and uses these to extend their knowledge. Children are interested and engaged in their play at all times.
- The children behave very well. They know what the childminder expects of them and are praised for following house rules. They put their indoor shoes away without prompting before going outside to help to put toys away. They are reminded to say 'please' and 'thank you' and readily do so.
- Children learn to love books because the childminder skilfully engages them and creates a fascination with the story. As they read 'Where's Spot', the childminder animatedly searches around the room to find Spot, encouraging children to look in all the places he may be. Children show great excitement as they turn the pages of the book and lift the flaps. They shout with delight when they finally find Spot. Children enjoy independently browsing the large selection of books available to find their favourite to read.

- Children are cared for in a well-organised setting. The provider obtains all the information she needs to meet children's needs when they start. She keeps all required records and documentation. These are easily accessible when she needs to refer to them, including public liability insurance and suitable car insurance. Appropriate fire safety equipment is in place. The childminder has met the actions set out at the previous inspection.
- Children are cared for in a child-centred and safe environment. The childminder has a good understanding of what may pose a risk to young children. She supports them in starting to learn how to keep themselves safe.
- The childminder has ensured that progress checks for children aged between two and three years are in place and are sufficiently detailed. They accurately reflect the developmental stage of children.
- The childminder talks to children about pictures they are looking at in books and on wall displays, and about what they are playing with. She consistently demonstrates new words and supports language development very well.
- Generally, the childminder allows children to choose resources and use them freely. However, she occasionally jumps in too quickly and prevents them from following their own thoughts and ideas in their play.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe in the childminder's care. The childminder has an effective knowledge of safeguarding issues and knows the action to take should she have any concerns about a child. She understands the risks children may face online and takes steps to ensure children are protected from these. Children are cared for in a child-centred environment and are closely supervised at all times. The childminder has a good understanding of risks in the home and effectively manages these. Children start to learn how to manage risks themselves. For example, the childminder supports young children to independently climb up and down stairs. The childminder has a good understanding of safe recruitment practices when she employs assistants.

What does the setting need to do to improve?

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

- provide children more opportunities to lead their own play.

Setting details

Unique reference number	2537943
Local authority	Nottingham
Inspection number	10244583
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 May 2022

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector
Ruth Howard

Inspection activities

- The inspector considered any continued impact of the COVID-19 pandemic and took that into account in the evaluation of the childminder.
- The inspector observed a range of play activities in the childminder's home and garden and the interactions between the children and the childminder, and looked at the impact of these on children's learning and development.
- The inspector spoke to the childminder about the curriculum and what she wants to children to learn.
- A sample of documentation that supports the effective management of the setting was viewed by the inspector.
- The inspector viewed the premises and considered with the childminder how she completes risk assessments to keep children safe.

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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