

Childminder report

Inspection date: 2 August 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 encouraged to be independent. For instance, the childminder gives older children time to put on their shoes by themselves. Children ask visitors to watch them while they do this, showing confidence in their own abilities. When children play alongside the childminder, they are supported to share the toys they play with. This results in children passing the childminder a bottle to use when they play with water, saying, 'You can have that one.' The childminder helps children to develop the muscles in their hands in preparation for writing skills. Children watch closely as she shows them how to use a pipette with water. This encourages them to copy. Children smile when they achieve transferring water from a pipette into a container, showing a sense of achievement.

Older children are very confident communicators. The childminder supports them to hold back-and-forth conversations with her as they play. She listens to and values children's comments, helping them to feel respected. Children show good listening skills and follow instructions. For instance, when the childminder asks them to find certain images on the pages of books, children are keen to look and find these. Children have opportunities to learn to count. When they count objects quickly and incorrectly, the childminder asks them to slow down and count again. This helps them to count correctly.

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

- The childminder gathers information from parents when children first start about their prior learning. She uses this, along with her own observations of children, to help identify what they need to learn next. For example, when she wants children to develop their social skills, she takes them to toddler groups where they can mix and interact with others of a similar age.
- The childminder helps children to learn about the world around them. For instance, she takes them on buses and trams to learn about different forms of transport. When she walks with children in the street, she helps them to make up stories, encouraging their imagination.
- Children have opportunities to develop a love of books, contributing to their literacy skills. They sit with the childminder and show great concentration and engagement when they listen to her read them stories. The childminder leaves off the end of some sentences for children to finish, encouraging them to remember familiar phrases.
- The childminder helps children to be emotionally ready for changes they will face when they move on to other early years settings. For example, she takes them to visit nurseries they will attend, helping children to become familiar with the new environment while being with a familiar adult.
- Parents comment positively about the childminder. They say that she takes a

holistic approach to the children in her care, helping them to thrive and feel listened to, valued and cared for.

- The childminder gathers information from other childminders to further her professional development. For example, recent knowledge has helped her to support children's behaviour. This includes providing them with specific games to play to encourage them to share.
- Children show an enjoyment of playing alongside the childminder. However, occasionally when children follow their interests in play, the childminder does not help them to build further on their knowledge and skills. For example, when children tell her that they do not play with real dinosaurs, the childminder does not help them to understand why.
- The childminder provides children with opportunities to learn the importance of oral hygiene. For example, children brush their teeth when they are in her care. She talks to them about the importance of cleaning their teeth and their tongue, brushing in circular movements.
- The childminder carries out safety checks in her home to ensure that she provides a safe and suitable environment for children to play and learn. However, she does not fully support children to understand how they can develop their knowledge of how they can keep themselves safe. This includes helping them to learn about potential risks when they use the internet at home and practising fire drills to learn how to evacuate her home in the event of a fire.

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:

- strengthen interactions with children and use their interests to help them build on their knowledge and skills
- help children to develop their understanding of how they can keep themselves safe.

Setting details

Unique reference number	254703
Local authority	Nottingham
Inspection number	10337234
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 1999 and lives in Nottingham. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 2 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 childminder.
- The childminder and the inspector completed a learning walk and discussed how the 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.
- 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.
- Written 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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