

Childminder report

Inspection date:

16 January 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy to arrive at the childminder's home after school. The childminder consistently uses a robust routine. Children demonstrate excellent behaviours as they put away their coat and bag before settling into the homely environment. Children are regularly praised, building up their self-esteem and confidence. The childminder listens attentively as children excitedly talk about what they have been learning that day and demonstrate a secure positive relationship. The affection and sensitive care children receive from the childminder supports them to talk about things they have found more difficult at school.

Children enjoy an array of activities set out by the childminder and they spend long periods of time focused on their chosen activity. They take pride in their work and are keen to share their success with the childminder as she congratulates them on their efforts. For example, during construction play, children use their imagination and build a restaurant with bricks. They write down a menu on a white board and eagerly shows the childminder what they can write. When children have finished writing they respectfully put the lids back on the pens. Children play harmoniously together as they take it in turns to be a customer at the restaurant.

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

- The childminder gathers information about children's preferences and interests. She uses these to support children's engagement effectively. She provides a variety of resources and activities, based on what children like to do and which meet their needs. Children demonstrate high levels of curiosity and quickly become settled in their chosen activity.
- Partnerships with parents are strong and the communication between the childminder and parents is highly effective. The childminder gathers information at the beginning of each session to ensure children have a smooth transition from school. Parents report that their children love their time at the childminder's house. Parents are particularly complimentary about how the childminder supports children's learning through play.
- The childminder is continuously improving her own professional development and has focused on expanding her knowledge by completing courses relevant to early years. She has plans to access more training programmes in the future. She targets her professional development to enhance and refine the skills and knowledge she needs to support the children she cares for.
- The childminder offers children plenty of opportunities to develop their physical skills and encourages children to develop an active lifestyle. Children enjoy playing outside in the garden getting fresh air. They play games, such as football and hopscotch, with their friends. The childminder also takes children out into

the local community where they can explore the local environment during all weathers.

- The childminder supports children's communication and language skills well. She engages in conversations with children as they play, and extends their conversations with comments and questions, giving them ample time to think and respond. Children are confident and have back-and-forth conversations with each other and share their ideas when playing.
- The childminder provides children with the opportunity to grow fruit and vegetables in the garden. Children have planted potatoes, carrots and strawberries and take responsibility to help them grow. The childminder encourages the children to look at the similarities and differences and how long each seed takes to grow. This activity also supports children to develop an awareness of healthy lifestyles and learn about the importance of eating healthy foods.
- The childminder supports children with completing their homework while in her care. She provides a calm nurturing environment for children to read their school book. Children grow in confidence as they read more frequently and talk to the childminder about the storyline they are reading.
- The childminder is highly reflective. She continuously looks for ways to improve children's experiences even further. She is passionate about doing the best she can for children in her care and their families. The childminder regularly meets with other childminders to exchange ideas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2684207
Local authority	Nottingham
Inspection number	10355509
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	4 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Nottingham. She operates all year round from 9am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has an appropriate level 3 qualification.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector took account of the views of parents through their written testimonies.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children as they took part in activities.
- 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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