

Childminder report

Inspection date: 1 May 2025

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and homely environment for the children in her care. Children are happy and settled, they show a sense of belonging in the childminder's home. The childminder supports children to use their imaginations as they play. Children spend time playing with a doctor's and dentist's kit. They pretend to take their baby's temperature and give their baby medicine 'to make them better'. The childminder plays alongside them as they play and talks to the children about how to clean their teeth, and why they need to brush them regularly.

The childminder is calm and kind in her interactions with children. She models manners and encourages children to say please and thank you. When children struggle to play together and take turns with toys and equipment the childminder is quick to step in to support them to do so, reminding them to be kind to each other.

The childminder supports children to understand how they can keep themselves safe. She ensures that children are closely supervised when they use the slide and climbing frames in her garden. For example, the childminder supports younger children to use the steps up to the slide, rather than trying to climb up the slide itself. She teaches them that they need to sit on their bottoms to safely come down the slide. Children learn to move their bodies in different ways to develop their physical skills.

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

- Since the last inspection, the childminder has worked with the local authority advisor to develop her practice and address the actions raised. The childminder has designed a curriculum that supports and encourages children to be confident to communicate and independent in their self-care.
- The childminder observes and tracks children's development. This helps her to identify what children need to learn next. When the childminder has concerns about a child's development, she works with parents and other professionals to plan and implement strategies to ensure that the child receives the support they need to make progress in their learning. Funding that children receive is used effectively to meet the individual learning and development needs of children who receive it.
- There are positive partnerships in place with the parents of children who attend the setting. The childminder shares detailed information with parents during handovers about their child's day. In addition, she regularly sends parents text messages, including photos of their child happily playing. Parents' written feedback about the service offered by the childminder is very positive. They comment that their children are happy and settled in the care of the childminder.

and that they are making progress in their development. The childminder supports them to encourage their child's development at home.

- The childminder understands the importance of using books to encourage the development of children's language and communication skills. Children listen with interest as she reads stories to them. The childminder talks to the children about what they can see in the pictures. However, the childminder does not always model language correctly or correctly label the objects that children are playing with. This means that children are not always learning the correct vocabulary.
- The childminder supports children to learn about mathematical concepts. She plays alongside toddlers as they play with balls, she counts the number of balls they have as they roll them in turn. The childminder plays a game with the pre-school age children, where she encourages them to name and match written numbers. Children are learning to match, count, recognise written numbers and use mathematical language.
- The childminder recognises the importance of teaching children about the world that they live in. She supports children to learn about their community by taking them out on regular trips and walks. However, the childminder has not yet identified how to help children learn about what makes them individual and unique. She has not considered how to support children to understand their diversity and differences.
- The childminder works closely with parents to toilet train children, when they are developmentally ready. The childminder helps children learn good hygiene skills, such as washing their hands before they eat. The childminder provides children with freshly prepared healthy snacks and meals. Mealtimes are social occasions, where children sit together talking to each other. Children are encouraged to stay well hydrated and drink water as needed throughout the day.

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:

- model words accurately to help children develop their vocabulary
- develop the curriculum for understanding of the world, to provide opportunities for children to learn about their similarities and differences, and understand what makes them unique.

Setting details

Unique reference number	2771330
Local authority	Nottinghamshire County Council
Inspection number	10403168
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 July 2024

Information about this early years setting

The childminder registered in 2024 and lives in Warsop, Nottinghamshire. She operates all year round, from 8am to 5pm, Monday to Thursday except for bank holidays and family holidays. The childminder works with an assistant. She provides government funded places for children aged nine months to three years.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector took account of parents' views through reading written feedback.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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