

Childminder report

Inspection date: 10 March 2020

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 happy and confidently move around the childminder's home. They are keen to explore the good range of toys and resources offered. Children feel comfortable playing alongside the childminder and other children. They show that they feel safe and emotionally secure. Children respond well to the praise and encouragement they receive from the childminder. For example, when younger children take their first walking steps, they receive verbal praise. This helps to raise their self-esteem.

The childminder has high expectations for children's learning and this is demonstrated in her practice. For example, she shows children how to use the toys and resources they play with, then stands back and observes children, allowing them to explore and investigate on their own. As a result, younger children learn how to switch on electronic toys and to post circular disks. Older children learn how to turn handles on a toy garage to make a lift go up and down. They demonstrate a positive attitude to learning.

Parents make positive comments about the childminder. They say that their children are always happy to arrive and often do not want to leave the childminder at the end of the day.

Children have opportunities to develop their understanding of their local community. For example, the childminder takes them to places of interest, such as museums and care homes.

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

- The childminder provides children with opportunities to develop their physical skills. She takes them to a park to use larger equipment. Children transfer oats and pasta from one container to another. They demonstrate good hand-to-eye coordination.
- The childminder supports children's literacy skills. When she reads them stories, she asks children about the images they see on the pages. This helps children to develop a love of books, focus and concentrate. The childminder supports children to recognise the letters in their name.
- The childminder uses the curriculum to help prepare children for future learning. She takes children to toddler groups where they have opportunities to develop their social skills and to interact with children of a similar age. This helps to enhance the experiences children receive at home.
- The childminder shares children's photographs and their achievements with parents. This helps them to understand how their children are progressing. However, the childminder does not consistently support parents to continue all

aspects of children's learning at home.

- The childminder encourages children to develop their mathematical skills. For example, when she shows them soft toy bears, she says 'big one', 'medium one' and 'little one'. This contributes to children's understanding of language used to describe size. Children demonstrate a good understanding of numbers and recognise the numbers from one to seven on toy cars they play with. They line them up and place them in the correct number order, showing their knowledge of sequencing.
- The childminder evaluates her provision and gathers feedback from parents and children to help identify improvements. Recent changes to the environment and the arrangement of toys and resources provide further opportunities for children to make independent choices in their play.
- The childminder promotes good personal hygiene routines. Visitors are asked to wash their hands when they arrive. Children wash their hands before they eat.
- The childminder provides children with opportunities to take and manage risks. Children use knives safely to cut up strawberries for their snack. The childminder offers minimal support and encourages children to complete the task on their own, promoting their independence.
- The childminder gives children plenty of praise and encouragement. Children behave well and learn to share and take turns.
- The childminder encourages children to be creative. She offers them a range of musical instruments to explore and investigate. Children bang drums and shake objects to explore how sounds can change. However, occasionally, the childminder does not make the most of her interactions with children to extend their learning, for example to name the objects they play with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes checks of her home and when she takes children on outings. This helps to provide a safe environment for children to play in. She ensures that children leave her care with a person known to their parents. For example, she asks for passwords, photographs and a description of people she does not know. This contributes to children's safety. The childminder attends safeguarding training. She knows the signs and symptoms of abuse and where to report concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- strengthen the support given to parents to guide children's learning at home
- strengthen interactions with children to consistently extend their learning, to help them make the best possible progress.

Setting details

Unique reference number	EY102215
Local authority	Nottingham
Inspection number	10065237
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2002 and lives in Nottingham. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

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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