

# Childminder report

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Inspection date: 14 January 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy, settled and confident in the childminder's home. They form secure bonds with the childminder. The calm, kind and patient childminder is sensitive to children's needs and knows their current interests, which she uses to stimulate their play. She understands what they need to learn next and supports their progress towards these goals.

Children enjoy fresh air and exercise daily. They play in the childminder's garden and discuss changes to the weather as they walk to school. Children are developing good independence skills and persevere with tasks, such as putting on their shoes. They can independently select toys they would like to play with. The childminder adds additional resources to further extend children's play, such as adding rolling pins to their play dough activity.

Children behave well. The childminder prepares them for changes in routines so that they understand what is happening next. For example, she explains that they need to get ready to collect other children from school. Children are polite and remember to use their manners, saying 'please' and 'thank you', without prompts. The childminder gives praise to support children to keep trying and to succeed at new tasks. Children learn to take turns. For example, when playing with cars and a model garage they take turns to push the cars down the ramp.

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

- The childminder has a clear idea about what she wants children to learn next. She understands children's interests and recognises their enjoyment of role play. For example, children enjoy pretending to take animals on a bus ride. Children are confident and choose what they want to play with. For example, they enjoy using stickers to create pictures. However, children do not always have the opportunity to engage freely in artistic activities and express themselves creatively.
- Children delight in talking to the childminder about their play ideas. For example, they name farm animals that they can recognise. The childminder provides a commentary about children's play. She skilfully asks questions to prompt children to express their own ideas. This helps to support the development of children's communication skills. However, on occasions, the childminder repeats words, such as 'doggy' and 'piggy' back to children, without modelling how to use more age-appropriate vocabulary and to develop their language further.
- The childminder supports children's understanding of mathematical concepts as they play and take part in activities. She counts with children as they sort animals and uses positional words, such as 'next to' and 'above', as they park cars in a pretend garage. Children show an interest in numbers as they count

how many chicken nuggets they have on their plate. The childminder encourages children to further their skills by asking them about what number comes next and talks about 'one more' and 'one less'.

- Children learn different ways to keep themselves healthy. They enjoy home-cooked meals and learn about the importance of eating healthy food. The childminder sensitively encourages children to try new foods and praises their efforts. She make sure children have the opportunity to enjoy fresh air and exercise every day. For example, children develop their larger muscles in the childminder's garden as they run and climb.
- Children are learning to look after themselves, for example by taking off their own coats and hanging them on their coat peg. They wash their hands independently before lunch and put their empty plates in the sink ready for washing. Children confidently feed themselves and independently access their own water bottle.
- Parents are complimentary about the childminder. They feel that their children are safe and that the childminder communicates well with them. Parents say they feel supported in extending their children's learning at home. The childminder also works well with other childcare settings that the children attend, which helps to ensure that children's care is consistent.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and identifies areas she wants to further strengthen. The childminder has recently adapted her curriculum to meet the needs of how different children play and the resources they enjoy exploring. For example, she has made sure children can freely access toys for themselves to promote their ability to make choices for themselves.

## 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:**

- provide children with more opportunities to engage freely in artistic activities and express themselves creatively
- use the correct pronunciation of vocabulary to support children's language development to a higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY229845                                                                          |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10367341                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 5 February 2019                                                                   |

## Information about this early years setting

The childminder registered in 2022 and lives in Mansfield Woodhouse, Nottinghamshire. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lianne McElvaney

### Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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