

Childminder report

Inspection date: 20 January 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	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 in managing their self-care skills. For example, older children wipe their noses and dispose of tissues in a bin. Younger children practise opening and closing fastenings on their own shoes and their friends. Younger children learn the names of different parts of their bodies. For instance, when they engage in role play with dolls, the childminder gives them wipes and asks them to wash their dolls' ears, face and feet.

Older children have experiences to develop the muscles in their hands in preparation for early writing. For instance, the childminder offers children tweezers, pegs and scissors to use in their play. Children are supported to develop their understanding of numbers. For example, the childminder helps older children to learn how to count in the correct order. She asks children to recognise significant numbers in their lives, such as the number three for their age.

Children listen and follow the childminder's instructions. For instance, older children are keen to use dustpans and brushes to sweep soil off the floor when they come indoors, following the childminder's requests. Children receive praise from the childminder for working as a team to do this. This contributes to developing children's understanding of positive behaviours.

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

- The childminder gives children gentle reminders to be polite. For example, when children ask for fruit at snack time, she reminds them to use their manners. This results in older children saying, 'Please can I have some more strawberries?'
- The childminder takes children to visit a variety of different places in the community. This includes taking children to soft-play centres to help develop their physical skills and to play and interact with a diverse range of people.
- The childminder uses information from parents about their children's abilities, along with her own observations and assessments of children, to help identify what children need to learn next. This includes supporting some children with their speaking skills. For example, the childminder sings nursery rhymes to younger children who copy some of the words she sings. Older children confidently hold conversations with the childminder.
- Children show positive relationships with the childminder, who provides a warm and welcoming home. They sit on the childminder's knee and show they feel safe in her care. However, the childminder does not pay sufficient attention to the physical environment. Indoors, some toys and resources are scattered on the floor and not in their intended sets. This does not enable younger children to easily explore, select and make choices in their play.
- Children learn how food grows. For instance, they help the childminder to plant

and grow fruit and vegetables in her garden. Children pick carrots and ask to take these home. They tell the childminder that if pips in apples are planted, they grow into apples.

- The childminder helps children to learn how to promote their own safety and health. For example, she talks to children about stranger danger and only talking to other adults if they are with a familiar adult. The childminder helps children to learn about what berries are appropriate for them to pick in the garden. Children say that they pick children's berries, which are strawberries.
- The childminder shares information with parents about their children's day. This includes sending them photos of activities children enjoy and discussing how she intends to support their child's next steps in learning. However, when children attend other early years settings as well, the childminder does not gather or share information with staff about children's development. This will contribute to giving her a fuller picture of children's abilities and to plan more precisely for their development.
- The childminder attends training courses to help develop her knowledge of how to support children to understand the benefits of oral health. For example, she plans activities where children learn how to use toothpaste and toothbrushes to remove dirty marks from images of pretend teeth. Children say that food makes their teeth dirty.

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:

- review the organisation of toys and resources so that younger children are able to explore, select and make choices in their play
- find out and share information about children's development with staff at all other early years settings that children also attend.

Setting details

Unique reference number	EY295651
Local authority	Nottinghamshire County Council
Inspection number	10367585
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	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Normanton-on-Trent, Nottinghamshire. She operates all year round, from 7.20am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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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