

Childminder report

Inspection date: 17 July 2024

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 visit playgroups with the childminder. This is to help develop their social skills in preparation for their move on to larger early years settings. This provides them with opportunities to play and interact with a larger number of children. Children are supported to look after the toys and equipment. For instance, when younger children drop toys they have finished with, the childminder asks them to put them away. Children listen well and follow her instructions.

Children are interested and motivated to try new experiences. They show enthusiasm when the childminder asks them to work together to find pretend coins and jewellery that are hidden in sand. Children confidently show their peers and the childminder what they find. When children want to follow their interest in treasure and ask to make a map, the childminder supports them well. For example, she asks them what they need to draw on a map, encouraging older children's thinking skills. When children struggle to make marks and say that they cannot do it, the childminder offers hand over hand to support them to pretend to draw a treasure box. This results in children smiling and showing a sense of achievement in their abilities.

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

- The childminder observes and assesses children's learning. She uses this information to identify how she can support children with their development. This includes helping younger children to build on their speaking skills. For example, when children name objects they recognise, such as an apple, the childminder extends language and tells them that it is a green apple.
- The childminder makes changes to her setting that have a positive impact on children's experiences. For example, she purchases a toy kitchen that helps to provide children with opportunities to develop their knowledge of different items in a kitchen through pretend play. Younger children show the childminder play food from the kitchen. She names the food, helping to develop children's understanding of the toys they play with.
- Children are keen to join planned activities and have opportunities to revisit these later in their play. However, occasionally, during these activities, the childminder does not implement the planned learning intention. For example, when the childminder intends for children to build on their counting skills, she does not help them to identify the correct number of objects they hold.
- The childminder praises positive behaviour, helping to raise children's self-esteem. She talks to children about asking others if they want to play with a toy another child has and waiting their turn. Children learn how to use their voice to express their needs and to share.
- Children are encouraged to complete tasks on their own. This includes the

childminder giving children time to try to put on their shoes by themselves, promoting their independence. Children show kindness to their peers, offering to help them put on their shoes when they struggle.

- When children move on to attend other early years settings, the childminder shares information with staff about children's learning, helping to provide consistency with their development. She supports children to be emotionally ready for their move on. For instance, the childminder talks to children about changes they will face and shows them the environment they will be in.
- The childminder talks to parents about activities children enjoy. However, she does not offer them ideas or suggestions about how they can build on their children's individual learning at home.
- The childminder helps children to understand language to describe size. For instance, when children put toy rings on their fingers, she helps them to understand that the rings are too big for their fingers and too small for hers.
- The childminder has failed to notify Ofsted about all assistants she works with. However, there is no impact on children's safety because these people have received suitability checks.

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:

- strengthen the implementation of planned activities to include the intent to help build on children's learning
- build on partnerships with parents and offer them ideas and suggestions to help them support their children's individual learning at home.

Setting details

Unique reference number	EY296568
Local authority	Nottingham
Inspection number	10338361
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 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2004 and lives in Clifton, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Thursday and on Friday from 7.30am until 5.30pm, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and works occasionally with assistants.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and 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.
- 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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