

Childminder report

Inspection date: 1 November 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 learn how to keep themselves safe, such as when they are near roads. For instance, when they move from the childminder's car into her home, she asks older and younger children to stand still next to the car while she retrieves their belongings. Children learn about similarities and differences. They play with dolls that represent people from around the world. The childminder provides them with electronic toys that speak French so they hear different languages. Younger children develop their understanding of how words can link to actions. When they sit on equipment and rock forwards and backwards, the childminder sings a song to them about rocking.

Children are encouraged to join in activities. For example, when the childminder shows younger children how to scoop and pour water, she uses hand over hand support to show children first. She then offers them a scoop and asks them to do this by themselves. Children use the spoons to splash in the water. When children learn new skills, such as to spin objects that are attached to furniture, the childminder praises their achievements. She claps her hands and uses a high tone of voice to praise them. This results in younger children clapping their own hands and smiling to reward their own achievements.

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

- Prior to children attending, the childminder invites children and their parents to view her home and become familiar with her. When children start, she helps them to feel safe and secure in her care. For example, she follows younger children's care routines that they have at home. Children show that they are confident in the childminder's home. They hold onto visitors' hands when they arrive and lead them to where the toys are kept.
- The childminder helps children to develop their social skills when they show they are wary of other children. For instance, she takes them to toddler groups where they have opportunities to mix and interact with others. This helps to develop children's confidence.
- The childminder shows children how to be kind when she models positive behaviours. For example, when she plays alongside younger children, she passes them building blocks, showing them how to share.
- The childminder reflects on the resources she offers children. Recent changes to equipment include providing children with a tunnel to enable them to follow their interests. Younger children are encouraged to crawl under the tunnel. They bend down in the tunnel to retrieve balls, showing their physical skills.
- The childminder carries out risk assessments in her home to identify and remove potential hazards. For example, she ensures that the pond in her garden is covered to stop children accessing this. The childminder uses a canopy outside

to help promote children's safety from the sun when they play in hot weather.

- Children are provided with opportunities to learn how to clean their teeth, helping to promote oral health. For instance, the childminder provides children with their own toothbrushes and toothpaste and asks them to clean their teeth after meals.
- Parents share with the childminder what their children already know and can do when they first start attending. This helps her to understand their abilities and what children need to learn next. However, the childminder does not focus her curriculum to sequence learning precisely, particularly to extend learning for younger children so they make more rapid progress.
- The childminder gives information to parents about providing a healthy packed lunch for their children to promote a nutritious diet. However, she does not develop her knowledge of how to support children to understand healthy eating. Furthermore, she does not help children to understand the benefits of healthy eating on their bodies.
- The childminder shares information with parents about children's achievements and abilities. This helps to keep them informed about their child's day. Parents say that the childminder helps their children's development. They say that their children are comfortable in her care and happy to arrive.

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 curriculum to focus younger children's learning to be more ambitious and sequenced
- develop knowledge of how to support children to understand about healthy eating and the benefits on their bodies.

Setting details

Unique reference number	EY302770
Local authority	Nottingham
Inspection number	10359860
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	7
Date of previous inspection	19 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Nottingham. She operates all year round, from 8am until 5.30pm, Monday to Friday, 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 2 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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 and evidence of the suitability of persons living in the household.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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