

Childminder report

Inspection date: 15 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 show positive relationships with the childminder. They dance with the childminder and put their arms around her legs for cuddles. Children smile and laugh with the childminder when they play ball games in the garden. Children take it in turns with the childminder to kick balls, showing good balance and coordination. Children are encouraged to complete tasks by themselves. They get drinking water when they are thirsty. Children listen and follow instructions when the childminder asks them to take their bowl of cereal to the table. Furthermore, children are keen to help the childminder to tidy away toys before getting others out, helping to give them a sense of responsibility in terms of caring for the environment.

Children are encouraged to persevere when they struggle to complete tasks. When they attempt to peel paper from the back of stickers, children ask the childminder to help them. The childminder says, 'you do it,' and when children achieve this on their own, they say, 'I did it,' recognising their own achievements. Children with special educational needs are supported well. The childminder meets and builds on their individual needs. This includes using sign language and simple words to help support their language skills.

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

- Children's emotional well-being is supported effectively, especially when they start attending other early years settings as well as with the childminder. They benefit from the childminder taking them for visits to the new early years setting to help them to become familiar with the environment and staff.
- The childminder helps children to learn about emotions. For instance, she reads children stories to help them understand how different-coloured monsters feel. Children show that they follow the story. When the childminder reads that yellow is for laughter and dancing, children stand up and begin to dance. Children remember that blue is for sadness.
- Children are supported by the childminder to develop their mathematics skills. For example, the childminder helps children to understand language that describes size, such as 'big' and 'small'. Children learn how to identify written numbers and sing about numbers in rhymes.
- The childminder is a good role model, who promotes positive behaviour. For example, she uses words to show children how to take turns. When she plays alongside children to roll toy cars across the floor, the childminder asks, 'Can I go next?' The childminder uses distraction to encourage younger children to show positive behaviours. For instance, she asks children if they can make toy cars crash on the floor when they begin to throw them.
- The childminder attends training courses to help build on her professional

development. Recent training increases her knowledge of how to incorporate different aspects of learning into planned activities for children. For instance, she offers children tweezers to lift pom-poms to help develop the muscles in their hands. Furthermore, children learn how to match colours when they are asked to sort the pom-poms into different-coloured pots.

- The childminder holds discussions with parents about activities children take part in, helping to keep them informed about their children's day. However, the childminder does not fully share with parents their children's development and how parents can contribute to this at home.
- The childminder reflects on her practice. She makes improvements to increase opportunities for children. For example, she changes resources in her playroom to enable children to follow their interests and support different aspects of their learning. For example, she provides toy animals when younger children are developing their speech and supports them to learn the noises that animals make.
- Children are offered experiences to build on their understanding of different forms of transport. For example, the childminder takes children for rides on trams, trains and buses.
- The childminder takes children to places of interest in the community, such as libraries to look at books and toy libraries to select toys to bring back to the childminder's home. This enables children to make independent choices to promote their interests.

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 partnerships with parents, supporting them to understand their children's development and how they can contribute to their children's progress at home.

Setting details

Unique reference number	EY332734
Local authority	Nottinghamshire County Council
Inspection number	10359877
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2006 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round, from 7.45am until 4pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children from nine months upwards. The childminder holds an appropriate level 3 qualification. She works occasionally with an assistant.

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 interacted 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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