

Childminder report

Inspection date: 7 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

The childminder provides a happy, highly nurturing and homely environment. Children thoroughly enjoy their time with the childminder as she listens intently to what children have to say. Children are confident to express their needs and thoughts, and to share their experiences from home. This results in them developing strong bonds. Children love to give cuddles, showing a true sense of belonging.

The childminder has high expectations of what children can achieve. For example, children spend a long time concentrating on the same activity because the childminder supports them to adapt it and learn different skills. During a painting activity, the childminder encourages children to think about colours they can make when they mix the paint together. Children are excited and want to add more paint. They independently shake the paint bottle, take off the lid and carefully squeeze more paint into the paint pots. The childminder also introduces new words to expand the children's vocabulary. For example, she names the flower parts she has painted, such as the stem. Children demonstrate good attitudes to learning as they confidently start talking about what they are painting. Children behave well during their play. For example, they show respect for each other by sharing equipment and using their manners when they ask for more paint.

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

- The childminder is very knowledgeable about what children need next in their learning. She carefully tracks children's development and sets appropriate next steps. All children are making good progress from their starting points. However, the childminder does not always provide children with opportunities to hear mathematical language, such as big, small or more than and less than, to extend their mathematical knowledge and vocabulary even further.
- The childminder has high expectations for children's behaviour and encourages independence from a young age. She is a good role model and involves children in routines, such as tidying up and putting their rubbish in the bin after mealtimes. The childminder praises their efforts, supporting children to feel valued.
- The childminder works closely with parents and other professionals. She shares children's key achievements and individual care needs to promote a consistent approach to children's development. She liaises closely with parents to ensure that they receive daily information about their child's day. Furthermore, the childminder will send home books and activities for the children to continue with their learning at home.
- Overall, children's personal development is supported well. For example, the childminder provides plenty of opportunities for children to learn about their own

abilities. They often visit parks, where children learn to climb and take risks. Children consistently wash their hands before eating a healthy meal. However, at times, the childminder does not recognise how to develop children's knowledge of healthy lifestyles, such as helping them to understand why they eat healthy foods and why they need to wash their hands.

- The childminder implements her curriculum for early literacy skills and children's love of books and stories effectively. She ensures a variety of books are readily available to children. They eagerly choose books for the childminder to read. Children listen intently as the childminder reads and talks about the pictures on each page. Children are developing their conversational skills and they engage in back and forth conversations.
- Children benefit from a wide range of interesting outings, such as visiting parks, libraries and playgroups. The childminder carefully plans and selects the outings to ensure that they are appropriate for each child and have a positive impact on children's learning and development. For example, children develop their confidence in socialising and communicating in large groups to help prepare the children for their next stage at school when they visit playgroups.
- The childminder is passionate about her work. She takes part in online training to stay up to date with her knowledge and skills. This translates into continuous improvements in the quality of teaching and care that children receive.

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 use of mathematical language during play to further extend children's learning in this area
- give clear and consistent messages to support healthy choices around food, exercise and handwashing to support children's awareness of healthy lifestyles.

Setting details

Unique reference number	EY344502
Local authority	Nottinghamshire County Council
Inspection number	10359887
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 13
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2007 and lives in Ruddington, Nottingham. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The inspector also took account of parents' written reviews provided by the childminder.

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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