

Childminder report

Inspection date: 20 March 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 benefit from the positive relationships the childminder builds with them. The childminder encourages families to bring their children for induction sessions to get used to her home. This helps children to feel safe and secure when they leave their parents. Children show their confidence. They independently choose resources to explore, and they learn how to use them as the childminder demonstrates what to do. For example, the childminder pretends to answer toy phones. She models talking and encourages children to continue the conversation. Children watch and copy the childminder. They put the phone to their ear and make their own sounds to communicate imaginatively.

Children develop problem-solving skills and resilience. When they notice parts of a toy garage are not fixed in the correct place, the childminder encourages them to think of ways to put it back together. Children show their curiosity and persist to try different ways to slot the car barriers back to where they belong.

Children begin to understand how to keep themselves safe. The childminder reminds children to sit while they eat. She shows children how to tidy up to avoid falling over toys and hurting themselves. Children show their developing understanding. When they drop toys on the floor, they pick them up and learn to put them back where they belong.

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

- The childminder understands child development. She works closely with parents and gathers information to assess children's development. The childminder uses this information to identify appropriate next steps and plan activities and experiences, to support children to make progress across all areas of learning. For example, the childminder supports children to develop their physical skills. She describes where to put their hands and feet to get up play equipment. Children follow these instructions, coordinate their movements and learn to climb.
- The childminder supports children to understand mathematical concepts as they play. For example, while children roll vehicles down a ramp, the childminder encourages them to look at the size of the vehicles and find one that fits the width of the ramp. Children begin to compare the different-sized cars and learn that bigger cars are too wide to fit. Additionally, the childminder names different shapes as children pick up jigsaw pieces. This supports children to look at the shape and find it in the jigsaw board. Children eagerly show they understand and point to the correct space on the board to fit the piece into.
- The childminder encourages children to be independent. When children bring socks over to put on, the childminder describes and models how to hold them

open and push their foot in it. Children practise with support and begin to learn skills to dress themselves. Additionally, children are supported to understand when to try and use the toilet. The childminder notices signs that children may need the potty and encourages children to use it. Children begin to show early signs of managing their own toileting needs and lead the childminder to the potty throughout the day.

- The childminder encourages children to wash their hands before mealtimes and provides them with healthy snacks, such as bananas and apples. However, she does not fully support children to understand a healthy diet and how it contributes to a healthy lifestyle, such as fruits are healthy and can provide their bodies with nutrients and vitamins.
- Overall, the childminder interacts well with children to support their communication and language. She encourages children to answer questions, frequently names items and offers choices to encourage children to make a request using single words. However, when children begin to use words, the childminder repeats back what children say. Therefore, children are not exposed to new vocabulary beyond what they already know or can use.
- The childminder communicates children's achievements effectively and frequently with parents. This helps parents feel fully informed about their children's learning and development. The childminder informs parents of their children's next steps and how to work towards these at home. For example, parents comment they had recently been supported to use building blocks at home to make towers, which helps their children's physical development.
- Generally, children behave well and the childminder reminds children of what is expected for their behaviour throughout their play. However, on other occasions, the childminder says 'no' or 'stop' without further explanation. As a result, children sometimes become confused and are unsure what is expected of their behaviour.

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:

- help children to gain a greater understanding of healthy lifestyles
- enhance interactions to develop children's vocabulary beyond what they already know and can say
- provide consistent support to help children to understand the expectations for behaviour.

Setting details

Unique reference number	EY360591
Local authority	Nottinghamshire County Council
Inspection number	10368462
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	21 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Clipstone Village, Nottinghamshire. She operates all year round from 9am to 3pm, Monday to Saturday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector gathered views from parents.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder carried out joint observations of group activities.

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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