

Childminder report

Inspection date: 9 March 2020

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 welcoming and homely environment that the childminder provides for them. They are happy to play with and alongside other children and the childminder. Children develop secure and caring relationships with the childminder. This contributes to them feeling safe.

The childminder has high expectations for children's learning. For example, when children show an interest in animals, she provides them with opportunities to develop their curiosity and to find toy sheep, horses and cows she hides in shredded paper. Children choose books and look at different farm animals. The childminder helps children to develop their understanding of the names of baby animals, such as kittens.

Children behave well. They learn to share and take turns, and value the praise they receive from the childminder. Children confidently move around the childminder's home and independently select toys and resources. Their independence is promoted further when the childminder provides them with a step that enables them to reach the sink to wash their hands. This contributes to good hygiene routines.

Children have opportunities to learn about nature and to develop their physical skills. Children walk in woodland, climb hills and jump in puddles.

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

- The childminder uses the curriculum to enhance the experiences children receive at home. For example, she takes them to toddler groups. Children have opportunities to develop their social skills and to mix with children of a similar age. This contributes to the skills children need in preparation for their move on to school.
- The childminder supports children's literacy skills well. She places a strong focus on encouraging children to develop a love of books and stories. Younger children show an interest in images they see in books and they lift flaps and turn the pages appropriately. Children show a positive attitude to learning.
- The childminder talks to parents daily. She shares information with them about children's achievements and encourages them to continue children's learning at home. However, she does not consistently share information about children's learning and development with other early years settings they also attend. This means that she does not always complement the experiences children receive elsewhere.
- The childminder supports children's mathematical development. For example, she sings rhymes that include subtraction. She models counting objects children

play with. This contributes to younger children's understanding of numbers.

- The childminder provides opportunities for children to use technology in their play. Very young children press buttons on books and listen to sounds made. Other children show their imaginative skills and pretend toys are telephones. The childminder talks to children about potential risks when they use technology, such as not to talk to people they can not see.
- The childminder supports children's communication and language skills well. For example, she sings plenty of nursery rhymes and talks to children about what they are doing. This contributes to the younger children's developing understanding of spoken words.
- The childminder reflects on her practice and identifies professional development opportunities to extend her understanding of how children learn. For example, she attends online training to help her plan for children's early writing skills. She has introduced a desk in her playroom and continuously makes available paper and pencils for children to use. However, she does not always involve parents in identifying improvements to help raise outcomes for children even further.
- The childminder finds out about children's prior learning and care routines when they first start. This helps her to meet children's individual needs and to plan for what they need to learn next. Children make good progress in their development.
- The childminder gives children plenty of praise and encouragement. She gives them gentle reminders to use good manners. Children behave well and are polite.
- The childminder offers children healthy foods and provides them with plenty of opportunities to be physically active. For example, she takes them to a park to use larger, more-challenging equipment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs of abuse and where to report concerns about children's safety and welfare. Furthermore, she is aware of wider safeguarding issues, for example if a child is at risk of being exposed to extreme views and behaviours. The childminder shares her policies and procedures with parents when their children first start. This helps them to understand how she will keep their children safe. The childminder carries out safety checks and maintains a clean, safe and tidy environment. This helps to promote children's safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the sharing of children's progress with other early years settings they also attend, to ensure more-consistent learning for all children

- obtain the views of parents consistently to help improve practice and raise outcomes for children even higher.

Setting details

Unique reference number	EY360770
Local authority	Nottinghamshire County Council
Inspection number	10065304
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 2008 and lives in Bingham, Nottingham. She operates all year round from 7.30am until 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector completed 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.
- The inspector spoke to children throughout the inspection.

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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