

Childminder report

Inspection date: 13 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure. They show a close attachment to the childminder. For example, when younger children lift their arms to be picked up, the childminder responds quickly to meet their emotional needs. Children confidently move around her house and freely choose the resources they wish to play with. They are curious learners and are motivated to take part in activities.

The childminder contributes to the good progress children make in their learning. This is because she has high expectations of them. For example, she names toy sea creatures, such as a stingray, when children show an interest in them. She repeats the word when younger children try to copy her. This enables them to learn new words and develop their understanding of the pronunciation of words.

The childminder offers children unique opportunities to learn about people who help them. She provides them with a toy doctors set and shows them where to put a digital thermometer on a doll, such as under its arm. Children develop their understanding of how to use tools.

Children happily play in the childminder's garden and demonstrate a positive attitude to learning. They make connections between the objects they play with. For example, after they rock forwards and backwards on a see-saw, children put their hands on either side of weighing scales, move them up and down and say 'see-saw'.

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

- The childminder actively promotes positive behaviour. She gives children verbal praise and claps her hands to recognise and value children's achievements. She models using good manners. Children behave well and are polite.
- The childminder is well-qualified. Overall, she makes full use of her good knowledge of child development across all aspects of learning. For example, she encourages children to develop a love of books and stories. When the childminder reads to children, she uses different tones in her voice and asks children to point out characters in books. This helps to maintain their focus and attention. Furthermore, she supports parents to continue children's interests in books at home. She offers them books which she makes herself that show pictures of children engaged in activities in her care. This contributes to children's literacy skills.
- The childminder reflects on her practice and identifies ways that she can further improve. For example, she plans to develop the information she currently receives from parents about their children's prior learning when they first start. She feels that this will give her a more in-depth knowledge of children's abilities.

- The childminder plans visits away from her home to further children's experiences. For example, she takes them to children's groups where they can mix with children of different ages. This helps to develop their social skills and encourages them to make relationships.
- The childminder talks to parents daily and shares information with them about children's achievements. Parents comment positively about the childminder. They say that she provides a warm and inviting space for children that is supported by clear and firm expectations.
- The childminder does not consistently offer younger children opportunities to develop their independence skills. She sometimes offers support with their self-care needs, before giving children the opportunity to try to do things for themselves, such as wiping their nose and then disposing the tissue.
- The childminder gives children simple tasks to complete, such as to tidy away toys. Children show a sense of achievement when they finish and confidently say, 'I did it.' This contributes to their sense of responsibility.
- The childminder supports children's mathematical development well. She counts the number of objects children play with and sings plenty of nursery rhymes that include numbers. Younger children begin to use numbers randomly in their play.
- The childminder provides children with opportunities to use technology in their play. Younger children put toy telephones to their ear and pretend to talk. However, the childminder does not consistently help children to develop their knowledge of potential risks when they use technology to access the internet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and tidy home and carries out regular checks of the environment to ensure they remain safe for children to play and explore. She supervises younger children well when they move up and down stairs. She reminds them to hold onto the banister and gives them plenty of time to complete the task. This contributes to their safety. The childminder has a good knowledge and understanding of the signs of abuse. She knows the action to follow and where to report concerns about a child in her care.

What does the setting need to do to improve?

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

- increase opportunities for younger children to build on their independence skills during self-care routines
- strengthen opportunities for children to develop their knowledge of potential risks when they use technology to access the internet.

Setting details

Unique reference number	EY361062
Local authority	Nottinghamshire County Council
Inspection number	10114426
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 January 2013

Information about this early years setting

The childminder registered in 2007 and lives in North Wheatley, Retford. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

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 outdoors, 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.
- The inspector took account of the views of parents through reading written feedback provided.

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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