

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 show confidence in the childminder's home. They select toys and resources to promote their interests. Younger children show that they feel safe when their routines for sleep times are followed by the childminder. When younger children wake from sleeping, they receive cuddles and comfort until they are fully awake, promoting their emotional well-being. Children receive praise from the childminder for their achievements. This includes receiving a 'high five' when they finish singing songs. This contributes to raising children's self-esteem and confidence when they sing aloud.

Children are offered experiences to develop their knowledge of favourite books. When they listen to stories about worms, the childminder offers them cooked spaghetti in soil for them to explore. Older children learn about other insects that live in soil. For example, the childminder explains how ants like to eat sugar and worms live with ants under stones. Children develop the muscles in their hands in preparation for early writing. For example, they copy the childminder when she uses toy tweezers to pick up pretend worms, receiving reminders to squeeze the tools together. Younger children develop their senses when they let the spaghetti run through their fingers, showing good hand-eye coordination.

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

- When children first start attending, the childminder asks parents to give her information about children's prior abilities. She uses this information, along with her own observations of children, to help identify what children need to learn next. This includes encouraging children to be independent. Encouragement is given to some children to put on their shoes by themselves, while others complete this task on their own.
- Additional funding that some children receive is used effectively to broaden the learning experiences they are offered. This includes taking children to pick fruit to learn about different foods. The childminder takes children to farms to learn about animals, and to soft play centres to help develop their physical skills.
- The childminder extends her professional development. This includes developing her knowledge of how to support children's communication skills. For example, she asks children to choose images of nursery rhymes they would like to sing, giving them a visual prompt to remember their favourite.
- The childminder encourages children to make healthy choices around food. For example, children learn how to make meals such as soup, fruit kebabs and pizzas. Furthermore, the childminder asks children to bring in fruit from home that relates to the healthy food they learn about in favourite stories.
- Overall, the childminder supports children's communication and language skills well. For example, she sings songs with children and holds conversations with

them to encourage their speaking skills. However, sometimes, the childminder and any assistants she works with do not support children to respond to requests and instructions. For example, when they ask children to tidy away toys, they do not encourage children to help.

- The childminder helps children to learn how to share. Children wait patiently until it is their turn to choose nursery rhymes to sing. The childminder supports children to play cooperatively, such as with toy cars.
- The childminder shares information with parents about activities children enjoy and how she intends to support their learning. She supports parents to take an active part in supporting their children's learning at home. Parents say that they appreciate the ideas they receive from the childminder, such as to look for signs of spring with their children.
- Children are keen to join activities the childminder plans for them. However, the implementation of some activities does not fully meet the learning needs of the younger children. For example, the childminder and any assistants she works with focus on supporting older children.
- The childminder helps children learn how to promote their own safety. For instance, they sing songs about wearing seat belts when they pretend to ride in cars. The childminder helps children to learn about road safety and to tell an adult if they are encounter any potential hazards when they use the internet at home.

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:

- support children to respond to requests and instructions
- strengthen the implementation of planned activities to meet the learning needs of younger children more effectively.

Setting details

Unique reference number	EY367876
Local authority	Nottinghamshire County Council
Inspection number	10372506
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	12
Number of children on roll	14
Date of previous inspection	24 April 2019

Information about this early years setting

The childminder registered in 2008 and lives in Forest Town, Mansfield. She operates all year round from 7.30am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months upwards. The childminder holds an appropriate level 3 qualification.

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 spoke with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and her assistant. 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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