

Childminder report

Inspection date: 10 February 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 enjoy their time at the childminder's home. They are confident in their surroundings and show high levels of self-assurance as they greet visitors. Older children quickly engage in conversations, and younger children wave and smile.

Children enjoy spending time with the kind and patient childminder. They look to her for reassurance and invite her into their play. For example, children offer the childminder pretend food to eat and engage in imaginary play alongside her. The childminder actively engages children in the daily routines, supporting them to do as much for themselves as possible. For example, children eagerly tidy up, placing their toys back in the boxes. The childminder sits close by the box and claps each child and provides specific praise as they put a toy away. Children clap back in excitement and show pride in helping to look after their environment. This helps children to learn to respect their toys and boosts their self-esteem.

The childminder has high expectations of children's behaviour. She is consistent and fair in her approach. Children learn to become kind and caring towards other people and regulate their own emotions. Older children are mindful of younger children and play cooperatively alongside them.

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

- The childminder understands how children learn and develop. She holds appropriate qualifications to fulfil her role, and she regularly updates her knowledge and skills through attending training courses. This benefits children because the childminder is continually developing her practice.
- The childminder helps children learn early mathematical concepts. For example, she encourages children to notice shapes and colours as they play. The childminder introduces number into children's play. She counts 'one, two, three, go' as children play with toy cars. Children copy as they push the car back to her, repeating 'one, two, three, go'. Children start to develop an understanding of counting.
- The childminder organises activities to help children reach the next steps in their development. However, during some adult-led activities, the childminder does not plan well enough to fully engage the youngest and less confident children to participate. On these occasions, some children do not gain the most from the experiences on offer.
- The childminder uses care routines to further build on the positive relationships she has with children. She speaks gently to children and engages in playful interactions as she completes nappy changing routines. Babies' giggle in delight as she tickles their tummies. They enjoy this quality time with the childminder.
- The childminder is skilful at supporting children's language development. She

liaises with professionals, such as speech and language therapists, to widen her knowledge and develop effective strategies to support children who may need additional support. The childminder narrates children's play to give their actions meaning and repeats children's language to support their pronunciation. Children are supported well to close the gaps, and they make excellent progress in their spoken communication skills.

- Children are developing an understanding of how to lead a healthy lifestyle. Children are supported to wash their hands before mealtimes, and the childminder encourages them to drink water frequently. She offers nutritious and healthy snacks and meals. Children thoroughly enjoy these. They sit together around the table talking about their favourite snacks.
- The childminder has established secure relationships with parents. She communicates with them through various methods. The childminder shares what their children need to learn next and helps parents understand how they can continue supporting their children's development at home.
- The childminder plans trips outside the home, giving the children the chance to link up with the local community and have new social experiences. She attends local groups with other childminders, where children have a chance to play with different children and adults, supporting their interaction skills. Children have many opportunities to develop their personal, social, emotional and communication skills.

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 planning of adult-led activities to more effectively engage the younger and quieter children in learning experiences.

Setting details

Unique reference number	EY377622
Local authority	Nottinghamshire County Council
Inspection number	10368245
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	12
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 2008. She lives in Arnold, Nottinghamshire. The childminding provision operates Monday to Friday, from 7.30am to 6pm, except for family holidays and all main bank holidays. She has a relevant qualification at level 3.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection.
- Parents' views were gathered from feedback left in thank you cards and parent testimonials left for 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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