

Childminder report

Inspection date: 18 October 2019

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

The childminder has high expectations for children's learning and plans activities that challenge them. For example, when children collect eggs from the childminder's chickens, she encourages them to count the number of eggs in different compartments in the coop. She asks children how many they have altogether. This encourages them to develop their mathematical skills and to extend their understanding of comparing groups of objects.

The childminder offers children a warm and inviting environment indoors and outdoors. Children have access to a wide range of toys and make independent choices in their play. They happily invite the childminder to join their play and enjoy the conversations they have with her. Children demonstrate that they feel safe and secure.

The childminder provides opportunities for children to learn how to manage their behaviour. For example, she asks children if she can take turns with them to mix biscuit ingredients in a bowl. Children learn how to share.

The childminder plans visits away from her home with children to broaden their experiences and to help develop their understanding of the local community. For example, she takes children to the library, children's groups and places of interest. Parents comment that the childminder offers children 'a great balance of activities'.

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

- The childminder uses the curriculum to enhance opportunities and experiences for children. She provides opportunities for them to learn about nature and the environment around them. For example, the childminder talks to children about the names of plants in her garden, such as lavender. Children recognise some plants and say, 'I have them in the garden at home'.
- The childminder asks children to complete simple tasks. For example, she asks them to wash up bowls and spoons after a baking activity. This contributes to children's sense of responsibility.
- The childminder encourages children to develop their understanding of measure and numbers. Children weigh baking ingredients and recognise numbers on weighing scales. The childminder asks them to count the number of biscuits on a tray. Consequently, children count independently to 10.
- The childminder provides children with high-quality education that supports their communication and language skills effectively. For example, she asks them to follow a recipe when they bake. Children are confident communicators. They listen, pay attention and follow instructions.
- The childminder shares information with parents about their children's levels of

learning and achievements. She gives parents ideas and suggestions so they can continue to support their children's learning at home. For example, to encourage children to use stickers to represent all the vegetables they eat during the day. This contributes to children's understanding of eating healthy foods.

- The childminder talks to children about foods that are healthy. This helps them to develop their understanding of making healthy food choices. Children pick pears from trees in her garden and learn about how food grows.
- The childminder shares information with other pre-schools children also attend. This contributes to consistency in supporting children's development and helps to close any identified gaps in learning quickly.
- The childminder makes changes to her practice to develop outcomes for children. Children access and use a muddy play area in the garden. This encourages them to explore their imaginative skills.
- The childminder supports children to develop their literacy skills. She helps them to recognise letters and to learn the sounds that represent letters of the alphabet. Children begin to recognise letters in their name.
- Children are excited to learn and to try new experiences. They demonstrate good physical skills when they jump over flowers in the garden and swing on large play equipment. Children use a lace to thread and show good hand-to-eye coordination.
- The childminder talks to children about the importance of not touching the oven. Children demonstrate their understanding and say 'because it is too hot'. However, the childminder does not consistently talk to children about all potential risks in their play. For example, when they use technology to access the internet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder offers children a suitable range of toys and resources that are appropriate for their age and stage of development. She supervises children closely and they are always within her sight and hearing. The childminder provides a safe and secure home for children to play in. This contributes to their safety. The childminder has a good knowledge of the signs of abuse and potential risks to children. She knows the procedure to follow in the event of a child protection concern.

What does the setting need to do to improve?

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

- explore ways to help children learn about potential risks when they use technology to access the internet.

Setting details

Unique reference number	EY404397
Local authority	Nottinghamshire County Council
Inspection number	10074396
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in Elston, Newark. She operates all year round from 7.30am until 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector toured areas of the premises that children use.
- The inspector observed the quality of teaching 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 relevant 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 the 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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