

Childminder report

Inspection date: 22 November 2024

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. For example, older children quickly engage in conversations and younger children wave and cheer. The childminder provides a wide range of resources that are available at the children's level. Children settle with their chosen activity and start to build with bricks. The childminder supports children's mathematical knowledge as they count the bricks. When children find more, the childminder asks the children how many they have in total. Children show positive attitudes to learning as they engage with naming the three-dimensional shapes they have built with magnetic shapes. The childminder recognises and celebrates children's progress, giving them plenty of praise and encouragement, building their confidence and self esteem.

Children behave well and are familiar with the routines. They work together picking up toys until the room is tidy and then sit down for group time. Children enjoy singing and playing games together as they roll the ball to friends, developing positive relationships. The childminder builds on children's experiences and teaches them about their community and the wider world. For example, she takes children on local walks to tend allotments, feed the chickens and practise road safety.

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

- The childminder has established routines in the day to help children to develop their independence. For example, children get themselves dressed for colder weather. They put on their coats, hats and gloves. During mealtimes, children are encouraged to collect their own lunch box and plate and open their own packets of food. This helps children to gain some necessary independence in readiness for school.
- The childminder communicates well with parents to share details of their children's care and development. She uses a communication book that children take home daily, which includes any areas of learning that parents can support children with at home. The childminder sends parents home-activity packs and ideas for them to help children to continue their learning and consolidate skills. Parents are highly complimentary of the care and education their children receive. They report how well their children are progressing, particularly in their speech, independence and confidence.
- Children are developing an awareness of healthy lifestyle habits. The childminder provides parents with information about what to include in packed lunch boxes when their children first join her setting. The childminder generally ensures that good hygiene routines are in place. For example, children are reminded to put their hand over their mouth when coughing. However, there are instances where children touch and eat food before washing their hands. Furthermore, children

are not encouraged to wash their hands after feeding animals. Therefore, children are not consistently supported to follow good hygiene practices.

- During the daily routine, children experience moments of calm and thoroughly engage with story time after snack. The childminder tells a familiar story about a hungry caterpillar and leaves gaps for children to fill in the missing words. This makes the story interactive and helps children to focus and use their listening skills for when they are asked about the story. For example, children of all ages use their number knowledge to count the foods the caterpillar eats. Older children recall new vocabulary as they describe the cocoon as an oval shape.
- Children are beginning to learn about positive behaviour. The childminder knows how to support young children to solve minor issues with one another in a composed and reassuring manner. This helps children to begin to understand the needs of others. However, the childminder does not consistently remind children of words to help them to express their emotions and feelings to further promote their emotional development. This means children can sometimes become frustrated, which has a negative impact on their play and learning.
- The childminder is committed to training and research to continually build her knowledge and skills and extend learning experiences for children. She accesses training courses and listens to professional webinars. As a result, the childminder has adapted her curriculum to introduce more resources that encourage children to develop their independence and curiosity when engaging in play.

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 follow hand-hygiene routines consistently and to understand how this links to keeping themselves healthy
- strengthen the curriculum for personal, social and emotional development to enhance children's understanding of emotions and feelings.

Setting details

Unique reference number	EY421555
Local authority	Nottinghamshire County Council
Inspection number	10359948
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	12
Number of children on roll	31
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2011 and lives in Gotham, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children. The childminder is registered to work with two assistants.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children engaged with the inspector during the inspection.
- The inspector and childminder carried out a joint observation and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid certificates.

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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