

Childminder report

Inspection date: 13 June 2024

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Met

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting happy and settle well. They quickly engage in a colouring activity with their friends. Children's well-being is supported well by the kind and nurturing childminder. She listens to children and values their opinions. As a result, children enjoy the activities provided and remain focused and engaged for long periods. For example, children follow the childminder's instructions as they use finger paints to create animals, flowers, and patterns. Children flourish from the positive praise and encouragement they receive from the childminder. They demonstrate high levels of self-confidence and independence and are keen to show the childminder what they are doing.

Children experience warm and loving relationships with the childminder. Their interactions are natural and filled with genuine interest. For example, children talk about their day at school, and the childminder responds by asking questions to find out more details. The childminder acts as a positive role model. She teaches the children how to keep themselves safe as she encourages them to look both ways before crossing the road on the walk home from school. Younger children are keen to hold her hand, while older children responsibly stand alongside her and lead by example to their peers. All children demonstrate good manners. For example, they say please and thank you during mealtimes. Children benefit from healthy and nutritious meals provided by the childminder.

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

- The childminder's settling-in arrangements are effective. She gathers detailed information from parents about children and gets to know each child well. The childminder seeks permission from parents to liaise with the school children attend. She shared information with teachers to ensure children receive the individual support they need from the outset.
- The childminder actively supports children's health and well-being. For example, children learn about good hygiene practices. The childminder encourages them to wash their hands before mealtimes. Children are given opportunities to exercise and play outdoors in the fresh air. They visit the local park after school, where they use climbing equipment and play in open spaces. This ensures the children are physically active after a long day in the classroom.
- The childminder builds positive relationships with children through her compassionate and attentive interactions. She spends quality time with children as they engage in activities. As a result, children are respectful of the views of others and take time to listen and respond positively to their peers' ideas and interests when playing. Children praise each other's artwork.
- The childminder shows a strong commitment to ongoing professional

development. She keeps her knowledge and skills current. For example, she regularly meets with local childminders to share best practice ideas and joins webinars to help evaluate and improve her service.

- Partnerships with parents are strong, and the communication between the childminder and parents is effective. Parents report the children love attending the home-from-home setting. They state the childminder goes above and beyond to support their children. For example, the childminder spends time with children, helping them to complete their homework and reads with children frequently.
- The childminder supports children's independence. During mark-making activities, she role models how to use resources and explains how to get the lids off the felt tip pens. Children watch her and then copy her technique by themselves. Children show pride in their achievements and celebrate their successes.
- The childminder has high expectations of children's behaviour. Children consistently demonstrate kindness towards the childminder and each other. For example, they compliment the childminder's cooking and say, 'Your food is so nice.' They follow the childminder's rules and boundaries and remain at the dinner table until their peers have finished eating, showing respect for others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY422360
Local authority	Nottingham
Inspection number	10335518
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	4 to 7
Total number of places	3
Number of children on roll	3
Date of previous inspection	19 June 2018

Information about this early years setting

The childminder registered in 2011. She operates all year round, from 8am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 2.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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