

Childminder report

Inspection date: 8 January 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

The childminder provides a welcoming environment where children feel safe and happy. When needed, children receive support and cuddles from the childminder for reassurance. This helps children to form positive relationships with the childminder and supports their emotional well-being. The childminder provides a range of toys and resources that children can access on their own. For instance, children show resilience as they work with their friends to stack toy bricks. Children giggle together when the bricks fall.

The childminder is a positive role model for children. For instance, she demonstrates good manners for children to copy. Children are encouraged to share the toys and resources as they play. They learn to behave well and be respectful to others. For example, children show their understanding of the childminder's expectations as they remind their friends of the rules. This includes telling their peers to 'be careful'. The childminder helps children to develop their imagination through role-play experiences. Children pretend to make toast in the play kitchen and say, 'It's ready and hot.' The childminder provides a running commentary and models language well. She skilfully weaves in mathematical discussions as she talks about numbers and shares new language to describe size and shape as she plays alongside children.

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

- The childminder understands the importance of promoting children's language skills and promotes this aspect of learning well. Children sit together and sing songs. The childminder talks to children as they play and asks them questions. This contributes to supporting children's thinking skills. The childminder introduces new vocabulary for children to learn, such as 'squidgy' and 'tambourine'.
- The childminder takes children on regular outings in their local community. They visit local parks and the library and attend group singing sessions. These visits help children to learn about their community and help to promote their social skills.
- The childminder focuses her curriculum on supporting children's social skills, enabling them to build meaningful friendships. However, the childminder does not always identify precise next steps in learning for each child to help them make the best possible progress in their development.
- The childminder plans a wide range of experiences to cover all areas of learning. However, some planned activities are too advanced for younger children and do not focus on supporting their individual learning needs and abilities. This results in younger children occasionally struggling to engage in learning.
- The childminder provides children with experiences to develop the muscles in

their hands in preparation for later writing when they move on to school. For example, children concentrate as they use their fingers to peel the paper from the back of sticks and press them onto paper. Children excitedly gasp in excitement as they achieve this independently.

- The childminder supports children to develop their self-care skills. For instance, children are learning the sequences of effective handwashing. The childminder encourages children to rub their hands together. Children show their understanding as they repeat the processes they have learned and share that they have to make sure they rub in between their fingers.
- The childminder has high expectations for children's behaviour. She has clear rules and boundaries that the children are familiar with. For example, the childminder provides gentle reminders not to run indoors as they may hurt themselves.
- Parents share positive comments about the childminder's care. They say their children are safe and well cared for, and the childminder creates a fun environment. Parents state children look forward to attending and run to the front door on arrival. The childminder provides parents with daily updates about what their children have been doing to keep them informed about their children's day.
- The childminder is committed to enhancing her professional development and developing her knowledge and skills. For example, recent training on supporting children's physical development has built on the childminder's understanding of risky play. As a result, the childminder provides more opportunities for children to take risks in their play and learn to make safe choices.

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 identification of what children need to learn next to focus their learning more precisely
- develop the planning of activities for younger children, so the intended learning outcome is more appropriate for their abilities.

Setting details

Unique reference number	EY428793
Local authority	Nottinghamshire County Council
Inspection number	10364016
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides places for children who are in receipt of government funding.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- The childminder and the 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 carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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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