

Childminder report

Inspection date: 10 April 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 are given choices in their play. For instance, the childminder asks children to choose an image that represents a nursery rhyme for them to sing, supporting their understanding of rhyming words. Children who speak English as an additional language use their home language and English when they communicate. The childminder understands both languages, so is aware of children's views. This contributes to children feeling valued and having a sense of belonging in her care. This is further developed when children are excited to see family members in photos. When asked, children remember where the photos were taken and who is in them, such as their grandparents.

Children are keen to explore and investigate the toys and resources that are offered. For example, the childminder invites children to solve problems and discover which objects attach to a magnet. Children try different resources, showing excitement and fascination when a small metal ball is magnetic. When children are reluctant to tidy away toys, the childminder makes this into a game, playing music that excites children to join in. This helps them to take responsibility for caring for the environment. Children learn how they can keep themselves safe. For instance, the childminder talks to them about stranger danger and road safety when they walk with her in the street.

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

- The childminder gathers information from parents, when children first start to attend, about children's prior learning and abilities. She uses this information, along with her own observations and assessments of children, to identify what they need to learn next. For example, she asks children to take an active part in telling stories to help develop their listening skills.
- The childminder shares information with parents about activities their children enjoy and how they are developing in her care. She offers parents ideas and suggestions about how they can continue their children's learning at home, such as helping them to develop a love of books.
- Parents say that the childminder has a natural talent and empathy with the children and is very transparent. They appreciate the parents' evenings they attend to meet other parents and to build on their knowledge of their children's progress.
- The childminder completes training courses to help build on her understanding of how to encourage children to focus at activities. For example, since attending training, she minimises toys and resources, so as not to overwhelm children when they choose what to play with. However, when children show an interest in identifying letters of the alphabet, the childminder does not know how to support children to understand the sounds that the letters represent. This will

help children to develop their literacy skills in preparation for their move on to school.

- The childminder offers children experiences to broaden their knowledge. This includes helping them to learn about different forms of transport. For example, the childminder takes children on buses to visit places of interest in the local community.
- The childminder praises children's achievements to help raise their self-esteem and knowledge of what is expected of them. For example, she gives children a 'high five' for waiting their turn to play with toys. The childminder gives children stickers to reward them for sharing toys.
- Overall, the childminder supports children's communication and language skills well. However, occasionally, she does not help children to understand the correct name for objects to support their understanding of words and the objects they play with. For example, she says doggy instead of dog and when children show the childminder a three-dimensional shape, she tells them that it is a triangle instead of correctly naming it as a pyramid.
- The childminder gives children time to complete tasks on their own, promoting their independence well. For example, she asks them to put on their coats and manage zips on their own. Children put on their shoes by themselves before they play in the garden.

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:

- develop knowledge of how to support children to understand the sounds that letters of the alphabet represent
- use the correct name for objects to support children's understanding of words.

Setting details

Unique reference number	EY468235
Local authority	Nottinghamshire County Council
Inspection number	10338368
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 2013 and lives in Burton Joyce, Nottingham. She operates all year round, from 6.45am to 4.50pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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