

Childminder report

Inspection date: 13 December 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 who are bilingual hear the childminder use words in both languages they are spoken to at home. This contributes to children having a sense of belonging in the childminder's care and supports their language development. Younger children have opportunities to learn through sensory experiences. For example, they copy the childminder to put their hands in fake snow and let it fall through their fingers. Children are supported with their physical skills. For instance, older children are asked to jump to catch balloons that float in the air. Children learn how to share when they pass balloons back and forth between them and the childminder. When children are reluctant to crawl under objects, they receive plenty of encouragement from the childminder to try. This helps children to develop the confidence to do this on their own.

Children go with the childminder to playgroups. The childminder provides comfort for children until they develop confidence to play and interact with other children of a similar age. These experiences help children to develop their social skills and to become familiar with busier environments, in preparation for their move on to school. Children are supported to understand the childminder's expectations for their behaviour. For example, when she takes children to a library, she explains to them that they need to stay on the red carpet, which is allocated specifically for children. This helps them to adapt their behaviours in different social situations.

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

- The childminder works in partnership with parents to encourage children to try a wide range of foods to promote healthy eating. For example, she asks parents to support their children to try foods that are the same colours as those in a rainbow. When children complete this, they receive praise and a reward from the childminder, helping to raise their self-esteem and expand their diet.
- The childminder reads plenty of stories to children throughout the day. Children show that they are developing a love of books. They take books to the childminder to read, and sit well and listen when they hear stories. The childminder shows children the images on the pages and involves them in the story, for example, asking younger children to lift the flaps on pages.
- Children are keen to join activities the childminder plans for them. However, when the childminder identifies a curriculum to encourage children's independence, she sometimes does not fully support this. For example, when she plans activities, younger children cannot reach the toys and resources she offers them. This results in children relying on the childminder to give them toys to play with.
- The childminder completes training courses to help develop her knowledge of how to support children's behaviour. This helps her to understand how to

identify when children are becoming unsettled and to implement strategies to reduce certain behaviours. For example, she uses children's interests as a distraction. This contributes to children remaining focused and calm.

- The childminder supports children to develop an early understanding of toileting. For example, she offers children role-play experiences where children sit dolls on toy potties, showing their imagination. However, other self-care skills are not promoted as effectively. For example, when the childminder knows children drink from an open cup when they are away from her home, she does not offer them the same opportunities to practise and refine these skills in her home.
- The childminder changes the toys and resources in her playroom, when needed, to meet the needs of the children in her care. For example, she introduces equipment to support younger children to pull themselves up to standing to help develop the strength in their bodies in preparation for walking.
- The childminder uses her knowledge of children's interests to help build on their learning. For example, when children like her cats and dog, she takes them to farms to learn about different animals. The childminder helps children to learn how to stoke her pets kindly, helping to promote their safety when they are with animals.
- When children first start attending, the childminder supports children's emotional well-being, helping them to settle into her care. For instance, she asks them to bring comforters from home and plays alongside children, offering cuddles and reassurance when needed.

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 curriculum to support children to make independent choices
- help children to practise and refine their self-care skills.

Setting details

Unique reference number	EY468578
Local authority	Nottingham
Inspection number	10363794
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	6
Number of children on roll	8
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2014 and lives in Nottingham. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards.

Information about this inspection

Inspector

Hayley Ruane

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 and assessed the impact this has on children's learning.
- Children interacted 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.
- 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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