

Childminder report

Inspection date: 9 September 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

The childminder knows the children in her care very well. This ensures that she and her assistant are able to build strong relationships with them. As a result, children settle well into the safe, child-focused setting. The childminder accurately identifies key areas for children's next steps. She plans a curriculum that is focused on their individual learning needs. The childminder provides effective interactions as children play, which supports their development across all areas of learning. Children make good progress from their starting points.

Children have lots of fun as they design items of their choice out of dough. They concentrate as they use their fine motor skills to roll, cut, shape and mould. Children remember familiar stories they have shared with the childminder. They tell her they have made an ice cream like the one the hungry caterpillar eats. The childminder builds on this by asking the children what else the hungry caterpillar eats. Children recall other items and chat confidently about them.

The childminder has high expectations for children's behaviour in the setting. Young children start to learn how to play cooperatively with others. They are reminded to ask their friends if they would like to take a turn with a toy someone else is playing with and are praised for sharing and taking turns.

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

- The childminder and her assistant work thoughtfully and effectively together to ensure that children's care and learning needs are met. For example, they enable children who engage better with activities outdoors to do so, while others return to favourite activities indoors. Children make choices about what they would like to do, and the childminder and her assistant move with them to enhance their learning from every activity.
- The childminder has created an interesting, child-centred learning environment for children. Children typically engage very well in their play and with the interactions from adults. Very occasionally, the childminder does not consider the impact background noise may have on children's focus.
- The childminder supports children's emerging language skills very well. Children are exposed to a wide range of vocabulary throughout the day as the childminder narrates what they do. She consistently demonstrates clearly to children how words should be pronounced to enhance the clarity of their speech. Children respond well to this by carefully copying what she says.
- Children start to learn about a healthy diet. At snack time, the childminder provides them with a range of healthy foods, which they can choose from independently. She talks to children about how fruit is healthy, and they try things that are new to them with her encouragement. Mealtimes are sociable

occasions with lots of conversation.

- Children develop their understanding of how to keep their teeth clean and why it is so important. The childminder provides resources, and her assistant joins in enthusiastically with children's play to make this enjoyable. Children hugely enjoy cleaning pretend teeth with a toothbrush. They carefully clean the teeth of their doll with the childminder's guidance. The childminder talks with them about why they should clean their teeth before they go to bed.
- The childminder works very closely with parents to ensure that she knows as much as she can about the children in her care. She meets children's specific needs through working in partnership with parents and with staff at other settings children attend. Parents comment about how well their children have settled in the care of the childminder. Parents say that they have a positive relationship with the childminder.
- The childminder has a professional approach to her role. She is committed to continually improving her own knowledge. She is currently undertaking additional training to further develop the provision she offers. This has already helped her to put into practice new ways to support children to recognise and talk about their own feelings. Children have started to respond to this.

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:

- enhance the learning environment by considering how background distractions may impact children's ability to learn.

Setting details

Unique reference number	EY470890
Local authority	Nottingham
Inspection number	10351878
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	2 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 2014 and lives in Wollaton, Nottingham. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She offers funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Ruth Howard

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 setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.

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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