

Childminder report

Inspection date:

1 November 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children receive individual attention from the nurturing childminder. This contributes to them feeling unique and valued. Children have tremendous fun with the childminder as they play and learn. The childminder inspires children to have a fabulous sense of awe and wonder. For instance, children explore different forces to see what happens when you 'plop' small and big stones into a bucket to create the 'biggest' splash. The childminder encourages the children to problem-solve and to work out why the stones do not splash anymore when the bucket gets full of stones. Children clearly feel safe and secure as they treat the childminder's home as their own. They demonstrate that they are confident and relaxed as they move from room to room, playing on their own and welcoming the childminder into their play.

Children show great independence in all aspects of self-care. The childminder has taught the children to put their own coats and boots on with minimal support. They thrive on the praise they receive from the childminder, who has high expectations of what they can do. Children have a constantly positive attitude to learning. The childminder takes time to involve children in the routines of the day. For example, she actively involves them in preparing their own lunch in the rice cooker. The children follow instructions and take turns to add ingredients. They develop mathematical skills to measure out cups of rice and water. Children thoroughly enjoy this sense of responsibility.

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

- The childminder is committed to continuing her professional development with training that benefits the children in her care. For example, during the COVID-19 lockdown period, she completed training that increased her knowledge of how to support children through bereavement and trauma.
- The childminder is a qualified teacher. She is highly knowledgeable in early education and skilled in promoting the children's all-round learning. The childminder instinctively knows when to let children lead their own play and when to step in to extend their learning. She focuses education on the children's interests and what they need to learn next. For example, the childminder finds innovative ways to support children who are mastering using scissors. She introduces real herbs into the potion-making station and adds scissors to this activity for children to 'chop' the herbs.
- The childminder plans an exceptionally rich curriculum and provides a stimulating learning environment with lots of interesting curiosities to explore and investigate. Examples of this include resources to find out about Diwali and making pumpkin soup. Children are inquisitive learners. They address challenges with enthusiasm and confidence. For instance, children persevere as they try to

balance pumpkins on top of each other. The childminder is extremely calm and patient. She gives children time to become highly focused and absorbed. When they test out rolling gourds, the childminder joins in their play and suggests they see who can roll them the furthest.

- The childminder recognises opportunities to extend children's knowledge in relation to people and communities beyond their own. This interest came from children dressing up in saris the previous week. The childminder provided children with a large range of artefacts from India. As they picked up and explored the objects, she explained them to the children. For example, the children explored bangles and head wear from India. The childminder showed them photographs of people wearing traditional Indian dress so they could relate to what they were looking at.
- The childminder promotes children's physical health and development exceptionally well. For instance, she encourages them to perform yoga moves. The childminder explains to children how this is helping them to control their breathing, and she introduces complex words such as 'diaphragm'.
- The childminder provides children with opportunities to get messy. For example, they jump in puddles and they explore spices, adding them to water and getting thoroughly wet through in both activities. The childminder knows these are opportunities children do not always experience at home. This helps to promote their sensory exploration.
- The childminder provides a language-rich environment, where children continually build and extend their vocabulary through stories, songs and discussion. They laugh out loud when she uses different voices while reading a story. Children roll on the floor laughing and enthusiastically sing songs.
- Parents hold the childminder in high regard. They value the detailed daily feedback they receive. Parents give high praise for the childminder, commenting that they are 'constantly in awe of what she does with the children'. They say that they can recognise learning that comes directly from the childminder. Parents also comment on the superb settling-in process that contributed to their children's emotional security.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of all safeguarding issues that may affect children's well-being and welfare, and she knows the correct procedure to follow to keep children safe. The childminder understands when it is appropriate to monitor a child, provide a family with support or when she needs to make an immediate referral. She ensures that the environment is safe and secure. Keys to the front door are kept up high, out of reach of the children. The kitchen cupboards are secured with a magnetic lock. Furthermore, the childminder places a strong focus on supporting children with robust handwashing measures to help protect everyone during the current pandemic.

Setting details

Unique reference number	2504708
Local authority	Nottinghamshire County Council
Inspection number	10207741
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Collingham, Nottinghamshire. She operates all year round from 9am to 3.15pm, Monday to Friday, during term time only. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Sharon Alleary

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 looked around the areas of the setting available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a parent during the inspection and took account of written references.
- Relevant documentation was available for inspection, including suitability checks, qualifications, policies and procedures.

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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