

Childminder report

Inspection date: 11 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and make good relationships with the childminder. They snuggle close and involve the childminder in their play, making cups of tea and serving cake as they play with the toy kitchen. Children thoroughly enjoy playing outside and use the equipment safely to extend their physical development. They negotiate how to use the climbing frame and shout 'I'm at the top' with pride before balancing their way to the bottom.

Children relish using materials such as sequins and buttons to create paper people. They talk with the childminder and her assistants about the colour of their eyes and whether their hair is curly or straight. Children stick hats and clothes onto their paper people and say, 'This is mommy because I love her'. They engage for long periods of time using their small-muscle skills well to make their creations.

Younger children enjoy playing with toy animals. They make animal sounds and handle the toys well. Children roar with excitement as they find the tiger and make loud elephant noises using their arm to represent the trunk. The childminder extends children's learning about the animals. She explains about animals living in different places, such as in the sea and the jungle.

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

- The childminder has a curriculum that follows children's interests and builds their knowledge. She observes the children and assesses their development to help plan children's future learning. For instance, the childminder teaches language skills effectively. She makes eye contact and describes to babies what they are doing to help them understand words. The childminder asks older children questions during their play to develop their thinking skills and extend their learning. This is evident as they look at books about rescue vehicles and discuss how different people help us.
- The childminder meets with parents before children join the setting to find out about their child's routines and stage of development. This helps children to settle in as they first start. Parents are positive about the care their children receive. They state that children love attending and are making good progress. Parents comment that the childminder and her assistants are 'lovely' and care for their children well.
- The childminder uses the information she gathers from the parents to widen children's experiences from home. For example, she encourages children to feed vegetables to the rabbits. This helps children who do not have pets to understand some of the care the rabbits need. Also, she takes children to playgroups so that they can socialise and mix with more children in preparation for going to school.

- The childminder and her assistants are good role models for children's behaviour. They encourage children to do things for themselves. Children share, take turns and develop their self-care skills. They know where to put their coats and bags on arrival, wash their hands and help hand out the food at snack time. Children learn to wait their turn while playing. For example, they wait patiently to use the fire engine while pretending to be firefighters.
- The childminder promotes children's learning, overall, through play. She plans group activities to enhance children's learning and prepare them for school. For example, during group activities older children count objects, recognise colours and shapes, and hold conversations. However, sometimes, these group activities are too advanced for younger children, who do not fully engage in the opportunities available and lose interest and concentration quickly.
- The childminder maintains a safe environment. She encourages children to be active outside and use equipment, such as the swings, safely. However, children are not provided with explanations to help them learn to manage risks for themselves consistently. For instance, the childminder and her assistants do not explain the hazards of using knives, as children butter their own crumpets.
- The childminder is reflective and supports her assistants by carrying out supervisions and appraisals to help improve their practice. The childminder explains that she makes changes to reflect on children's learning. Since her registration, she now lets the children move from room to room choosing their play. She says this helps increase children's own play and their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their role in safeguarding children. They recognise the possible signs of abuse and issues of safeguarding children, such as the 'Prevent' duty. The childminder knows what to do if she has a concern about a child or an allegation made against herself, her assistants or household members. The childminder ensures her knowledge remains up to date and completes the necessary safeguarding training. The childminder carries out robust recruitment procedures and ensures the assistants working with her are suitable to work with children. The childminder and her assistants supervise children well and carry out fire drills so that children know what to do in an emergency.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider the needs of younger children during group activities so that they can fully take part and benefit from the learning opportunities on offer

- provide children with explanations to help their understanding of potential dangers in their play, so that they can learn to assess risk and keep themselves safe.

Setting details

Unique reference number	2506026
Local authority	Nottinghamshire County Council
Inspection number	10207759
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	18
Number of children on roll	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kirby-In-Ashford, Nottingham. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, the week during Christmas and family holidays. The childminder provides funded early education for three- and four-year old children. She employs four assistants and works with two on a daily basis.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children and assistants spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, staff and the children and considered the impact these have on children's learning.
- The parents' views were taken into account through written statements they had given the childminder.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder, her assistants and household members.

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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