

Childminder report

Inspection date: 10 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 show that they feel safe when they confidently move around the childminder's home. They are keen to select toys and resources that interest them. For example, one-year-old children explore technological toys and begin to understand how they work. They press buttons on a pretend till and watch when lights flash on and off. Children are curious to extend their knowledge of how to use the till. They are keen to copy the childminder, when she shows them how to pretend to scan tinned food and to talk into a pretend intercom. Children learn new words and extend their understanding of the objects they play with. For example, when one-year-old children play with a toy elephant and giraffe, the childminder names the animals.

Children are physically active. One-year-old children show good balance and coordination when they play with balls. They take it in turns to kick balls to the childminder and visitors. Children throw their arms in the air and say 'goal' to celebrate their achievements. Children show kindness to others when they find balls for other children to use, so they can also take part. Children take it in turns to stack plastic cups on top of each other. Children show excitement, smile and say 'yeah', when the childminder asks them to knock the tower down.

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

- The childminder knows children very well, in particular with regard to their home life. She understands that some children have fewer opportunities at home to be creative and to use their imaginative skills through making marks. Because of this, she provides children with these experiences in her setting, such as crayons to explore colour and the marks these make on paper.
- The childminder uses her curriculum to promote children's development well. This includes helping children to extend their communication and language skills. For example, she repeats words that children say so they hear the correct pronunciation. The childminder encourages children's thinking skills. For instance, when she asks them a good range of questions.
- The childminder is reflective in her practice and is committed to promoting good outcomes for children. She has made changes to the routine of the day to promote children's emotional well-being. For instance, when some children arrive in the morning, she takes them straight away to drop off her own children at school. She has identified that this helps these children to settle quicker into her care and to separate from parents.
- Occasionally, the childminder does not always give children time to work some things out for themselves. For instance, when children get a toy screwdriver stuck in a hole, she is quick to solve the problem instead of supporting children to do this themselves.

- The childminder uses some good methods to develop her knowledge of early years practice. For instance, she receives information from the local authority and holds discussions with other childminders. This helps her to become aware of current legislation and to provide activities for children to aid their development. However, the childminder does not seek out further training and support to enhance her interactions with children and to support their learning even further.
- The childminder encourages children to show positive behaviour. For example, children are keen to help the childminder to tidy toys away before they get others out. The childminder gives children plenty of praise and encouragement for their achievements. She encourages them to use good manners and to be polite. Consequently, children behave well.
- Children show positive relationships with the childminder. They snuggle next to her to listen to a story. The childminder encourages children to develop skills for future learning, such as to sit, listen, and to follow instructions. She asks them to turn the pages of a book, open the flaps on the pages and to identify the pictures they see.
- Parents provide positive comments about the childminder. They say that they receive support from the childminder to help their children to learn as much as possible. Parents say that their children 'always go to her with a smile in the morning'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child is at risk of abuse. This includes being able to identify if children are being drawn into extreme beliefs and behaviours. The childminder demonstrates a good knowledge of what to do if there is a concern about a child and the referral process to follow. The childminder maintains a clean, safe and secure home. For instance, she uses a safety gate at the bottom of the stairs to stop children from accessing this part of her home. The childminder uses safety straps to ensure that children are fastened securely in high chairs when they eat snacks. This contributes to children's safety.

What does the setting need to do to improve?

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

- support children to work things out for themselves and to develop their problem-solving skills further
- increase opportunities for professional development to continually develop knowledge of how to support children's ongoing learning.

Setting details

Unique reference number	2515686
Local authority	Nottinghamshire County Council
Inspection number	10207903
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in South Leverton, Retford, Nottinghamshire. She operates all year round from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder and 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 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 and evidence of the suitability of persons living in the household.
- The inspector reviewed written feedback from parents and 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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