

Childminder report

Inspection date: 2 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children are comfortable in their surroundings and show they are confident learners. They move around at ease, choosing the activities they wish to play with. Older children enjoy playing together and complete jigsaw puzzles. They shout, 'We've done it!', on completion, showing they are proud of their achievements. Children relish exploring paint and developing their creative skills. They use their imagination to print and dab stamps to create their pictures of the night sky. The childminder talks with the older children, who tell her how fireworks 'Go bang and sparkle' and 'That it's dark on bonfire night.' Babies enjoy feeling the paint on their fingers and giggle as they swirl the paint around on the paper.

Children have positive attitudes towards their learning. They are eager to join in with the singing session. They bang and shake musical instruments, expressing themselves to the sounds of nursery rhymes. The childminder teaches older children a song about fireworks. The children enjoy repeating the phrase about the fireworks going 'bang and pop'. They sing this loudly, jumping up and down as they sing the words, full of excitement. Babies laugh as they listen to the songs. They move backward and forwards to the tunes and make babbling noises and sounds. These opportunities help develop children's language skills.

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

- The childminder has a clear idea of what she wants the children to learn. She follows their interests and promotes their learning through play. For example, children snuggle close and enjoy listening to stories. The childminder encourages children to recognise characters, such as 'Bing the rabbit', and to recall parts of the story. She uses puppets to encourage children to listen and join in. This helps older children to develop their early literacy skills in preparation for school.
- Through discussions with parents, the childminder is aware that some children have less opportunities to go for walks in the local community. Because of this, the childminder ensures that she takes all children for walks locally and uses these opportunities to teach the children about road safety and to extend their physical skills. For instance, they walk to the local woodland and park, so they can climb and run around in the fresh air. This helps to extend children's experiences and contributes to them taking exercise.
- The childminder has good partnerships with parents. She informs them about what their children are doing through photos and talking to them at drop off and collection times. Parents praise the childminder highly. They say she is 'flexible, professional, warm and welcoming', which helps their children to settle.
- The childminder is a good role model and is kind and thoughtful as she interacts with children. She encourages children to take turns while they play. For example, older children wait patiently to use the chalk board. They let babies

finish making dots before they start drawing. They share the chalks among themselves and draw pictures of the childminder.

- The childminder provides opportunities for the children to practise using their self-help skills. Older children help to tidy away their toys and know to wash their hands before they eat. They say please and thank you without prompts while eating their lunch. Babies eat their sandwiches independently and hold their own cups. Children learn about eating healthy foods. The childminder supports children to make fruit 'rockets' to encourage them to eat more fruit.
- The childminder provides planned activities to enhance children's learning. However, she tries to cover too many aspects of learning during these activities. She moves children on to new tasks before they have had time to practise what she intends the children to learn. For example, the childminder talks to children about fireworks. She shows the children pictures and throws pom-pom balls in the air to represent the fireworks. However, before the children can understand and explore what she is saying and doing, she moves on and talks about the danger of fire. This complicates the activity and limits children's exploration and understanding.
- The childminder has a positive attitude towards her continued professional development. She regularly evaluates her practice and attends training to help her raise the quality of her provision. For example, since completing a course on 'Developing Children's Language', she now asks more questions during children's play to help increase children's speaking and thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs of abuse and neglect and is clear about the procedures to follow to make timely referrals. She knows who to contact if an allegation is made against herself or a member of her household. The childminder completes training focusing on supporting young girls at risk of harm from certain cultural practices. Daily checks of the home are made to identify and remove any potential hazards and children are well supervised while they play. The childminder implements additional hygiene measures, as a result of guidance issued due to the COVID-19 pandemic.

What does the setting need to do to improve?

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

- simplify planned activities to focus more precisely on specific learning intentions, to enable children to understand and explore what is being taught before moving them on to different tasks.

Setting details

Unique reference number	2520279
Local authority	Nottinghamshire County Council
Inspection number	10208029
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Toton, Nottinghamshire. She operates from 7am to 5.30pm, Monday to Wednesday, term time only.

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 that 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 spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents provided written statements so the inspector could take into account their views.
- 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.

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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