

# Childminder report

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Inspection date: 2 March 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children feel safe and secure in this childminder's homely setting. They know the routines of the day. For example, children wash their hands before eating and say they do this to 'get rid of the germs'. Children are confident and independent learners. They enjoy making their own sandwiches for lunch. They butter their bread, add the fillings and fold their sandwich in half. This helps children to develop healthy lifestyles as they are involved in their personal care and eating routines.

Children learn new skills and are challenged to develop further. For example, young children practise their walking in the garden on uneven surfaces. The childminder supports them as they approach steps. They seek reassurance and hold the childminder's hand as they choose which way to walk, then let go when they are ready. Children continue their physical development on trips out to large parks. They can run freely in large open spaces. Children celebrate their family events. They recognise occasions by baking treats with the childminder for people who live in their homes. They decorate and wrap these gifts. Children feel valued as they understand what makes their family unique.

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

- The childminder knows how children learn. She knows the differences between learning and unwanted behaviours. She provides appropriate resources and opportunities for this. For example, a child throws a toy because he is learning about movement. The childminder provides a soft ball to throw instead. Children play with water to learn about its movement when poured. Children visit the woods to look for squirrels moving between the trees.
- The childminder provides opportunities for children to learn about fruit. She provides a selection of berries, some frozen. She introduces new language when describing the berries, such as 'sphere'. The children use the berries to make marks on a canvas. This excites children as they try something new. Children learn about temperature, shape, size and colour through this activity.
- Children can remember what they have learned. For example, they know how to make orange by mixing yellow and red. They learned this through a painting activity. Children are proud to share their learning with the childminder and visitors.
- The childminder shares stories with children. She introduces a book by reading its title. She names the author and explains that this person wrote the book. This helps children to develop a love of books. The childminder asks questions about the characters but she sometimes causes misconception. For example, the childminder describes a 'dragon' as an 'animal' and asks, 'What animal breathes fire?' This is confusing for children.

- The childminder considers what she can do to help children learn better. For example, she takes children to get their feet measured. She buys new footwear for children who are learning to walk so that they have 'special' shoes to wear at the setting.
- Children learn how to identify and manage some risk. They pick herbs that they have planted in the garden and taste them. They learn that some plants are dangerous to eat. Children ask the childminder before they taste plants from the garden to make sure that they are safe to eat. This shows that children understand and follow the rules in the setting. The childminder has considered the risks that children could face when they use the internet. However, she does not always support young children's understanding of online safety to enable them to learn ways to protect themselves.
- Children learn about good oral hygiene. They clean their teeth after breakfast. Children say they use a 'pea-sized' amount of toothpaste. This helps children to develop the skills they need for life.
- The childminder completes training to develop her practice. She makes changes to the setting because of her new learning. For example, the childminder has used different resources to create a cosy and calm environment. This helps children as they develop their emotional well-being. Parents say that they have chosen this setting because of its welcoming environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can safeguard children. She knows the signs and symptoms which could indicate that a child is at risk of harm. The childminder knows what to do if she has concerns about a child's welfare. This includes when children might be exposed to extremist views. The childminder knows what to do if she is concerned about the behaviour of a household member. The childminder provides a safe environment for children. For example, she has rules for adults drinking hot drinks. She has risk assessed visits outside of the setting.

## What does the setting need to do to improve?

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

- provide clear explanations to help children understand and learn correct terminology
- develop age-appropriate ways for young children to learn about online safety.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 252059                                                                            |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10114393                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 12 March 2015                                                                     |

## Information about this early years setting

The childminder registered in 2000 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant qualification at level 4.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## 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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection about what they were doing.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to one parent during the inspection, over the phone, and took account of their views.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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