

Childminder report

Inspection date: 3 May 2022

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 develop extremely close relationships with the childminder and her assistant, from when they start in their care. Children's care and developmental needs are at the centre of each decision made by the childminder, including when designing the home-from-home environment. This helps to ensure that children are happy, safe and their well-being is supported. Children confidently explore and make choices in their play from a wide range of resources. They seek a reassuring cuddle from the childminder when needed.

Children show determination as they try to rescue small toy bears that have been frozen in ice. They are encouraged by the childminder and the assistant to think for themselves and work together and attempt different ways to free the bears. Children develop their hand and finger muscles as they grip and use different resources, such as spoons, to break the ice. They show their caring nature as they fetch enough equipment to share with their friends. Older children help younger children to succeed and give them a supportive hug. Children praise each other when they successfully free the bears. They are encouraged by the childminder to be curious. Children ask questions about a worm they find in the garden. The children giggle and wiggle their bodies while learning how it moves with no legs.

Children behave extremely well. They understand the childminder's high expectations for behaviour and follow familiar routines of the day. Children are encouraged to be polite and respectful by the childminder. For example, they say 'excuse me please' when responding to each other.

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

- The childminder and her assistant are highly experienced and have a good understanding of all children's learning and development needs. They observe children throughout the day and identify what they need to learn next. The childminder finds out information about any potential gaps in children's learning and experiences. She puts support in place for all children to learn the vital knowledge and skills they need for later on in life.
- The childminder plans learning opportunities which are based on topics that are important for children to learn about and help them to develop their knowledge of the world around them. She considers children's interests, culture and religion. She focuses on building on what children know and can do, while supporting them to love what makes them unique.
- The childminder develops children's love of books, including traditional tales. Children listen as the childminder reads. Their confidence in speaking grows as they join in with familiar phrases. They act out hunting for a bear as a group. They walk through trays of different materials, such as water and mud. Older

children discuss the different textures and feelings and laugh at how this feels on their toes. At times, the childminder and assistant both focus on what it is they want older children to learn during activities. Therefore, younger children are not fully supported and struggle to engage in activities after short periods.

- The childminder and her assistant are highly motivating in their interactions with children. They consistently support all children to develop their communication and language. Children enjoy singing songs with the childminder and learning the relevant Makaton signs. They share their ideas about what animals are on the farm when singing 'Old MacDonald', and they imagine a wolf on the farm that howls.
- The childminder and her assistant promote children's independence throughout the routines of the day and during play. Children excitedly ask to be the 'snack helpers', and they collect and hand out bowls, cups and knives to their friends. From a very young age, children make choices from a range of fruit and cut or peel it without support. They all enjoy holding conversations while having a picnic.
- The childminder and her assistant seek out, and undertake, a variety of training opportunities to further improve their knowledge and skills. They work together on all aspects of children's learning and care needs. The childminder actively makes improvements to the setting, such as adding new resources, to further develop children's imaginative play.
- Overall, parents and carers feel well informed about their children's care and learning. They comment that children are in 'wonderful, safe, experienced hands' and are complimentary about the service provided by the childminder and her assistant. However, the childminder does not gather and fully consider feedback from all parents about the service she provides. Therefore, at times, some parents do not feel included in decisions regarding the experiences of their children while in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a detailed and broad knowledge of how to keep children safe. They know how to identify signs and symptoms that may be a cause for concern and can explain in great depth how, and where, to report this information. The childminder and her assistant demonstrate a full understanding of their responsibilities, including checking the environment regularly to ensure that it is a safe place for children to play. The childminder checks the suitability of everyone who lives at the premises and works directly with children to ensure that they are safe. The childminder's policies and procedures are up to date, and she refreshes her safeguarding training regularly.

What does the setting need to do to improve?

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

- make the most of all adults available to work with children to provide further variation during adult-led activities, supporting all children to make the most progress they are capable of
- incorporate feedback from parents and carers when evaluating and making improvements to the service provided.

Setting details

Unique reference number	2520697
Local authority	Nottinghamshire County Council
Inspection number	10208059
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 13
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered 2019 and lives in Ruddington, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder works with an assistant. They both hold appropriate early years qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 the evaluation of the setting.
- The childminder and the inspector had a learning walk together and discussed the learning intentions for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity.
- The inspector observed the childminder, assistant and children in the setting.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken account of by the inspector.
- A sample of documents was reviewed, including paediatric first-aid certificates, evidence of suitability checks, and safeguarding 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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