

Childminder report

Inspection date: 3 October 2023

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

The provision is good

The childminder provides a warm and welcoming environment where young children quickly settle and enjoy their experiences. The childminder organises the indoor space effectively to meet children's developmental needs. Children have freedom to explore and investigate the available resources and activities. This helps to encourage and promote their physical skills. For example, very young children crawl between both playrooms and use low-level furniture to pull themselves up. The childminder praises children's efforts. Children show their delight by smiling and gurgling in reply and are keen to practise their physical movements again. The childminder's effective interactions help children to develop good motivation and perseverance.

The childminder takes time to talk to parents and observe children when they first start. This helps her to accurately identify children's starting points and plan activities that will support children's learning and progress. For example, she recognises that some children particularly enjoy creative activities. She builds on this interest by providing a wide range of experiences for children to explore, such as painting, play dough and mark making. Children sustain their concentration and carefully follow the childminder's actions. They learn to share and take turns as they use the resources with her. The childminder supports children's early communication skills as she plays alongside them.

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

- The childminder has addressed the actions raised at the last inspection. She has improved safety procedures within the home and has carefully considered and improved the curriculum provided for all children. This has helped to ensure that the requirements of the early years foundation stage are met and that children make good progress in all aspects of their learning and development.
- The childminder is committed to developing her knowledge and skills through further training opportunities. She regularly refreshes her safeguarding training and has developed a secure understanding of child development. The childminder recognises that she would benefit from training to further support her interactions with children who speak English as an additional language (EAL) to help to ensure that all children can reach their full potential.
- Children thoroughly enjoy snack and mealtimes. They delight in feeling, smelling and tasting their food. They show interest in exploring different textures and develop their coordination skills as they dip their spoon into a bowl of soup and raise it to their mouths. For children who particularly enjoy oral exploration, the childminder does not always fully consider which play resources are the most appropriate for children to access, to fully support this stage of development.
- The childminder fosters positive relationships with parents. She provides clear

information for parents about her childminding service, both in English and the family's home language. The childminder recognises that parents feel reassured because she supports and guides children's communication in English while also ensuring that children are secure in communicating in their first language. This helps the childminder to quickly identify if a child has any developmental delays in language and communication.

- Children benefit from daily opportunities to engage in outdoor physical experiences. The childminder uses the natural environment to broaden children's experiences. She takes children to the nearby park to collect conkers. She then plans activities to promote children's active learning and curiosity. For example, children show excitement as they pick up conkers and try to push them into containers. The childminder skilfully adds in additional resources, such as cardboard tubes, to extend children's learning and skills.
- The childminder interacts well with children during activities. She introduces them to interesting objects and repeats the name of the object clearly and slowly for children to hear. For example, she encourages children to pick up and feel fir cones, saying the word 'cone' as they play to help children make connections between words and objects.
- The childminder is skilled in promoting children's health. She provides children with nutritious, home-cooked meals at lunchtime and ensures that children follow their usual routines for sleep. Children quickly settle down for their afternoon nap, as the childminder gently soothes them and creates an area where children feel safe and comfortable to relax. This means that children's well-being is supported effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of child protection and fully understands her responsibility to protect children from harm. She keeps her knowledge of safeguarding issues and procedures up to date through regular online training courses. She knows what to do and who to contact should she have concerns regarding a child's safety and welfare. The childminder has procedures in place to ensure that children are not exposed to risks online. She carries out effective risk assessments within her home to minimise potential hazards to children. She has appropriate safety equipment in place, such as a fire blanket in the kitchen.

What does the setting need to do to improve?

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

- further develop skills and knowledge in how to support children who speak EAL
- consider the individual development needs of children when providing sensory play resources.

Setting details

Unique reference number	2521415
Local authority	Nottingham
Inspection number	10295817
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	12 April 2023

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates from 7.30am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about how she plans her early years curriculum.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector evaluated a creative activity together.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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