

Childminder report

Inspection date: 14 April 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children receive the best start to their education in the care of this childminder. Children are captivated by the magic of science as they mix together baking soda, food colouring and vinegar. They watch in fascination as their mixture reacts. Children can barely contain their excitement as they exclaim, 'Wow, wow, wow'. They are introduced to new language by the childminder, such as 'fizz' and 'dissolve'. Children persevere without any frustration to successfully develop the skill of using a pipette. The childminder confidently explains that this is strengthening children's fingers ready for writing, when the time comes. Children develop their creativity as they make abstract patterns by merging droplets of food colouring. Younger children name the colours as they carefully drip the liquid in patterns of their choosing. This shows that they can remember what they have previously learned.

Children are engrossed in their learning. They demonstrate incredible concentration for long periods of time without distraction. The childminder describes how children's learning and development are becoming embedded during these periods of discovery. Children play in harmony alongside their friends, showing respect and tolerance for each other. They follow 'Golden Rules' which they have created themselves. Children's behaviour is exceptional. As a result, a perfect learning environment is formed, which is calm and focused. The children are constantly reassured by the childminder's skilful emotional support. She makes sure that children are always happy. As a result, children feel safe and secure.

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

- The childminder regularly checks with parents to keep up to date with children's interests and enjoyments. She uses this information to theme activities she knows will develop the skills that children need to learn. For example, she knows that children are interested in vehicles. She creates a building site on two levels, connected by guttering. Children use utensils and different vehicles to transport rice. This activity gives children the opportunity to practise using tools and engage in small world play. The childminder confidently explains that this will help develop children's hand coordination and control. She links this with previous learning where children strengthen their fingers. The childminder has purposefully sequenced activities to make sure there is opportunity for children to progress and build on their skills.
- The childminder takes children for visits to a local charity shop. Children each choose something new to buy for the setting. This shows that children's contributions are valued by the childminder. The childminder teaches children that they are helping people less fortunate than them. This wholesome experience shapes children's character as they are developing their sense of community.

Children hand over the money to the cashier themselves. They use their knowledge from this experience in role play. Children discuss with the childminder and their friends the differences between paying with money and paying by card. This helps children learn the skills that they will use in their later life.

- The childminder has worked with parents to identify that some children have missed out on chances to extend their social development during the COVID-19 pandemic. The childminder is proactive in seeking out opportunities for children to meet with others. For example, she takes children to local toddler groups. She develops the skills that children will need for socialising by subtly prompting manners. The childminder places personal, social, and emotional development at the heart of the curriculum. She strives for children to be confident and happy in all that they do.
- The childminder celebrates the diversity of all children in her care. She researches cultural traditions. The childminder taught children how to make traditional Polish paper decorations. She used these to decorate the playroom at Christmas. The childminder provides books in different languages. This inclusive practice means that all children feel unique and special.
- The childminder has admirable knowledge of how children learn and develop. She regularly updates and reflects on her professional development. She shares this information with parents, so that they can support their child's learning at home. Parents say that the childminder 'is brilliant at keeping us well informed' and shares information about what their child requires 'more focus on'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is acutely aware of circumstances in which children may be at risk of harm. She can confidently recognise and describe the signs, which would suggest a child is not safe. This includes when a child may be exposed to extremist behaviours. The childminder knows exactly what to do in these instances. She has adopted systems to safeguard children, for example she has a robust procedure for when a new person is to collect a child. The childminder knows what to do if there is a concern raised about the conduct of herself or a member of her household. The childminder provides a safe and secure environment for children to play in.

Setting details

Unique reference number	252144
Local authority	Nottinghamshire County Council
Inspection number	10114395
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 11
Total number of places	5
Number of children on roll	15
Date of previous inspection	27 November 2015

Information about this early years setting

The childminder was registered in 1993 and lives in Worksop, Nottinghamshire. She operates all year round from 7.30am to 5pm, Tuesday to Friday, except for public and family holidays. The childminder provides funded early education for three- and four-year-old children.

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 provider.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to one parent over the telephone during the inspection and took account of their views.
- The inspector read two letters sent by parents during the inspection and took account of their views.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence to confirm 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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