

Childminder report

Inspection date: 22 October 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. They enjoy playing outside and negotiating their way around the toys in the garden. Children run around and learn to use swings safely. They know to not run in front of, or behind, the swings when they are in use. Children easily make friendships and play cooperatively with each other. They take turns as they build towers using toy bricks and estimate how many more bricks will fit before the tower falls down. Children scream out loud as the tower falls down. This excites them and encourages them to build again. This also helps to develop their early mathematical skills.

Children have a positive attitude to their learning and are eager to take part in the activities the childminder plans. They take great pleasure in making play dough, which highly motivates them for long periods of time. Children look at the recipe and older children recognise some letters of the alphabet and numbers. They stir and mix the ingredients with their hands and say, 'its sticky'. Babies strengthen their fingers as they poke the dough. Children use their creative skills and manipulate the dough, they stick in leaves and twigs to make pumpkins and hedgehogs.

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

- The childminder has a clear idea of her curriculum. She follows children's interests and understands their current learning needs. The childminder observes the children and assesses their development. She uses the information she gathers to help plan for children's future learning. For example, she promotes children's speaking skills. She introduces older children to new words, such as 'cinnamon' and 'crinkle' to widen their vocabulary and asks questions to encourage them to think.
- The childminder promotes children's positive behaviour. Older children are polite and say please and thank you, without prompts. They listen to instructions as the childminder asks them to tidy away, which they do willingly. The childminder gives children meaningful praise and this helps to boost their self-esteem.
- The childminder encourages children to use their self-care skills. Babies feed themselves bananas and fruit biscuits. Older children know to wash their hands before snack. They collect their plates and peel their oranges and bananas. Children learn to take risks as they use knives to cut up their strawberries. They clear away their own rubbish and put their plates in the sink. These skills help develop their independence and readiness for school.
- Partnerships with parents are positive. Parents are confident their children are safe and appreciate the wide range of activities the childminder plans for their children. The childminder sends parents photos and comments about their children's learning. She does this to enable them to help support their children's

learning at home.

- The childminder knows the children well and finds out about the experiences they have at home. She knows that some children live in flats and do not have the experience of using a garden. The childminder, therefore, ensures the children have many opportunities to play outside. Children use the childminder's garden, visit local parks and woodlands and go for walks in the community. This also helps children who did not attend during the COVID-19 pandemic, to see and talk to a wider range of people to help build up their confidence.
- The childminder provides opportunities for babies to explore the toys and objects she gives them. She encourages them to use their small-muscle skills and pass objects from one hand to the other. However, she often carries the babies around the home or sits them on her lap. This means babies have less opportunities to use their large-muscle skills in order to further enhance their physical skills.
- The childminder reflects on her practice and demonstrates a good capacity to improve. She attends mandatory training and enhances her own knowledge and skills. For example, she attended a course on developing children's communication and language skills. She uses the knowledge gained from this to provide narratives for babies to help them develop their understanding of words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm, including those of radicalisation. She knows the procedures to follow and the people to contact, should she have concerns about a child's safety or welfare. The childminder completes appropriate training to keep her knowledge and skills up to date. She understands how to report any allegations against her or a family member. The childminder carries out regular risk assessments of the home to identify and remove any hazards and supervises the children at all times to ensure they are safe.

What does the setting need to do to improve?

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

- provide babies with sufficient opportunities to be able to use their large-muscle skills in and around the environment to develop their physical skills further.

Setting details

Unique reference number	2522250
Local authority	Nottinghamshire County Council
Inspection number	10208125
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 4
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 Hucknall, Nottinghamshire. She holds an early years qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

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 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 wrote testimonials for the inspector so she 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 their suitability.

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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