

Childminder report

Inspection date: 4 September 2024

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

The provision is good

Children benefit from the positive relationships the childminder builds with them and their families. Children settle quickly and develop a sense of security as the childminder offers induction sessions for them to get to know her. The childminder uses these sessions to gather information about children to feed into experiences she plans to help them learn. For example, she finds out what strategies are used by parents to support toilet training, so she can use these within her home to enhance children's independence.

Children develop social skills and learn to take turns as they play together. For example, while children play on stepping stones, they are encouraged by the childminder to wait at the end for their turn. Children notice when their friend has finished, clap their hands and call, 'My turn,' as they run to the start to have a go.

Children learn how to keep themselves safe through reminders that the childminder gives throughout the day. Children show their understanding. They ask for their friends to stop swinging as they need to pass in front of or behind the swing safely. In addition, children learn which areas of the garden require greater caution. For example, when their ball goes under a holly bush, they comment that they cannot get it because it is too spiky and it will hurt if they touch it.

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

- The childminder uses children's interests, what she knows about their families and her own knowledge of child development to plan activities for children. For example, she sets up imaginative play to help prepare children for the arrival of a baby sibling and models how to take care of the dolls. The childminder offers children a range of experiences outside of her home to enhance their learning. For example, she takes children to woodland areas to take part in activities, such as yoga classes, to develop children's coordination or to hunt for 'dinosaur footprints' and learn about different dinosaurs.
- The childminder helps children to develop an awareness of their own and others' emotions. She sits with children and explains they would feel sad if someone took their special toy and that this is why they should keep their friends toy bear safe. This helps children to develop empathy for their friends and understand how their actions can impact on others.
- The childminder describes how to use play equipment to support children to develop their upper and lower body strength. She tells children where to put their hands and feet and to push up with their legs to reach the next climbing hold. Children learn to coordinate their movements to get up the climbing wall. The childminder explains to children to hold their arms out to the side to steady themselves as they learn how to balance their bodies when they move across

stepping stones.

- The childminder supports children's communication and language development. She repeats words that children use, names toys they are playing with and commentates what children are doing. However, the childminder does not always extend children's language beyond what the the words they already know to broaden their vocabulary.
- The childminder communicates daily with parents. She tells parents about the activities their children have enjoyed and gives them ideas to try at home to extend their children's learning, for example, to count out items during everyday activities. Parents comment on the experiences the childminder takes their children on and the positive impact this has on the family. For example, the childminder took children on their first train journey and, because of this, parents gained the confidence to take their children on public transport themselves.
- The childminder establishes rules and boundaries for children, including reminders about using manners. Generally, children behave well and listen to instructions that the childminder gives. However, on occasions, the childminder is not always clear about what she expects children to do. For example, the childminder asks children to 'stop' the way they are behaving, but does not always explain what she would like them to do instead, which leads to children repeating the unwanted behaviours.
- The childminder reflects well on the activities she provides. She makes changes to her activities to maintain children's attention. For example, after planting bulbs in plant pots, she suggests to children to write their name on a label, so they know whose it is to take home. Children enjoy the challenge and ask to plant more bulbs. The childminder attends training to extend her knowledge and gain ideas to implement into practice. For example, the childminder has gained a more in-depth knowledge on what families can be drawn into, which helps her to support and keep children and families safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen support for children's communication development to extend children's vocabulary beyond what they already know
- develop interactions further to support children to understand what is expected for their behaviour.

Setting details

Unique reference number	252263
Local authority	Nottinghamshire County Council
Inspection number	10351639
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Retford, Nottinghamshire. She operates all year round, from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. She provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Alice Anders

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 took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector engaged with children at appropriate times.
- Parents shared their views of the setting with the inspector.
- 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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