

Childminder report

Inspection date: 17 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, smile frequently and have positive relationships with the childminder and each other. When other children arrive at the childminder's house, children follow the childminder. They wave to greet their friends at the door. Children show they are confident, picking up toys and showing them to visitors. They talk about what they like to eat, saying they 'love cheese'.

Children know what is expected of them, and they behave well. They understand the routines and tidy up promptly when they are moving onto their next activity or a mealtime. Children respect one another and work together in their play. For example, children talk to one another about where items of furniture will go in the playhouse before they put it in.

Children enjoy having a go at things and eagerly join in activities that are set up by the childminder. Children's views are valued, and the children have choices. They choose what to play with from a range of resources the childminder has. While singing together, children choose which song they would like to sing next.

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

- The childminder understands child development. She assesses children's development and plans her environment, activities and experiences to support children's next steps. Children are given experiences outside of the childminder's home. For example, children visit sheep and horses in the fields, attend soft play, local parks and farm yards.
- The childminder supports children to acquire new skills. For example, children try to make toys work without success. The childminder shows the children how to use the toy by pressing the button on the side. Children then use the toy in the way they have been shown, successfully making the toy spin.
- The childminder counts frequently with the children within their play and holds her fingers up to show children how many the number they have said represents. When children get items out to play with, the childminder counts the quantity with the children and talks about how many each child has. Children join in counting. The childminder introduces children to the concept of 'more' and 'less', and children start to point to piles that have more or less in them.
- The childminder supports children to understand how to keep themselves clean and safe. For example, at the table, children strap themselves in, and the childminder says, 'Safety first.' Within play, the childminder pretends to squirt hand sanitiser on children's hands and models how to rub it in.
- The childminder is reflective of her practice and the environment she creates for children. She researches ways in which she can improve the activities and enhance her environment to support children's learning further. The childminder

has recently developed her outdoor space. She identified that this has supported children's large-muscle development further.

- Parents say the childminder offers a home-from-home environment, and she is warm and friendly. They like that children are taken out of the home to experience the wider community. Parents talk of the detailed information that is shared with them on a day-to-day basis. They comment that their children are safe and happy in the childminder's care. Parents say they know what they can do at home to support their child's learning and development. Parents add that their children's confidence and social skills are well promoted through a variety of activities.
- Overall, children's communication and language is supported well. The childminder asks questions of older children and uses single words with younger children. The childminder sings with the children and reads with them to develop their vocabulary. In some interactions, she models language and repeats what children say back to them. However, in other interactions, when the childminder repeats vocabulary to children, she shortens the words. For example, while children were looking at shapes she said 'angle' instead of 'triangle'.
- Children are offered a healthy selection for their snacks. Children play with the pretend kitchen foods. The childminder talks to children as they try new food items and names different foods when children point to them or pass them to her in play. However, she does not fully support children to understand what is healthy and unhealthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has knowledge of the signs and symptoms of abuse. She has attended training, which has supported her to develop her knowledge of safeguarding issues. For example, she can recognise the signs of radicalisation. She is confident to make appropriate referrals to relevant agencies to support families and their children. The childminder has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder implements risk assessments to ensure the environment is safe, inside and outside. She ensures the suitability of members of her household.

What does the setting need to do to improve?

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

- support children to develop knowledge and understanding of how to keep themselves healthy
- develop interactions with children even further, to ensure they are exposed to consistently clear vocabulary.

Setting details

Unique reference number	252265
Local authority	Nottinghamshire County Council
Inspection number	10263854
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 May 2017

Information about this early years setting

The childminder registered in 1995 and lives in East Markham, Nottinghamshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder in the morning.
- 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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