

Childminder report

Inspection date: 20 February 2020

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

The provision is good

Children develop secure and caring relationships with the childminder. They demonstrate that they feel safe and happy as they play contently. Children concentrate and work together as they build towers with wooden bricks. They are resilient and show perseverance to overcome challenges. For example, they continue to build their tower when it falls down, thinking of new ways to support their structure. They have an eagerness to learn and choose to participate in a range of focused groups and child-initiated play. Children respond well to the consistent support and encouragement the childminder provides. For instance, they excitedly rub wax crayon over stencils to imprint a dinosaur picture. The younger children have a go at saying some of the long dinosaur names. The childminder has high expectations for children's speech and language development. She interacts well to increase children's understanding and to support their communication skills.

Children behave very well. The childminder is an excellent role model. Children thrive on the praise they receive, which helps them to understand what they are doing well. Children share and take turns. Any minor disagreements are dealt with by the childminder in a calm and sensitive way. Children demonstrate high levels of respect for the childminder and for one another. They show high levels of confidence in social situations. The childminder is sensitive to children's individual needs and recognises quickly when young children need to eat or sleep.

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

- The childminder is skilled and knowledgeable about how children learn and develop. She tracks children's progress and identifies areas where she can focus their learning. However, sometimes, the targets planned for children's learning are very broad. This means that the curriculum is less precisely planned around what children need to learn next.
- Children have a designated playroom where they can freely access toys and resources. They have many opportunities to draw, dress up, be creative and learn about numbers and letters. Children demonstrate a love of books. They eagerly listen to stories and rhymes with the childminder as they snuggle on the settee together. They enjoy reading a story about a trip to the dentist. Children share their own experiences of going to the dentist and how this is similar to the story.
- Children develop excellent levels of independence and learn how to tend to their self-care needs from an early age. They know where the tissues are kept and freely access these to wipe their noses. They understand the importance of washing their hands and say it is 'to wash the germs away'.
- The children have wonderful opportunities to explore the wider world. They

delight in outings to local parks, farms and woodland. The childminder uses these opportunities to introduce ideas to spark their curiosity and imagination. For example, children take pleasure in pirate role play and hunting for treasure, which builds on their curiosity and discovery skills. The childminder makes great use of the local library, recognising that children do not always get the opportunity to visit the library at the weekend with their parents.

- The childminder carries out regular risk assessments to minimise hazards and to ensure her home and outings are safe. For instance, she carries out fire drills and talks to the children about the importance of not obstructing the doors with their toys. This supports children's growing awareness of their own safety.
- The childminder works effectively with professionals at other settings children also attend. She visits the settings and holds discussions to share information about children's progress. This ensures a consistent approach to children's care and learning.
- Partnerships with parents are well established. This collaborative approach strongly contributes to meeting children's needs. Parents comment that they value the 'parenting tips' the childminder provides. They say this gives them ideas for activities they can continue at home. Parents are involved in their child's learning and development.
- The experienced and qualified childminder continues to review and evaluate her practice well. She regularly seeks views from parents so that she can measure the impact of her teaching on children's learning. The childminder shows commitment to keeping mandatory training up to date. However, she does not maximise other professional development opportunities to improve teaching and learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She ensures that her paediatric first-aid training is refreshed and her wider safeguarding knowledge is up to date. The childminder has a secure knowledge of the signs and symptoms that may indicate that a child is at risk of abuse. She is clear on the recording and reporting procedures to follow should she have these concerns or if allegations are made against herself. The childminder supervises children well and carries out thorough risk assessments of her home. This ensures that children can explore and play safely.

What does the setting need to do to improve?

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

- seek further opportunities to enhance professional development to keep updated and informed in order to continually raise the quality of practice

- ensure planning for children's next steps in learning is sharply focused so that it successfully builds on what they already know and can do.

Setting details

Unique reference number	252322
Local authority	Nottinghamshire County Council
Inspection number	10114396
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 1996 and lives in Kimberley, Nottinghamshire. The childminder operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The childminder and inspector conducted a learning walk to view the provision.
- The inspector held discussions with the childminder about the activities that she plans and how these activities benefit children's learning and development.
- The inspector considered the views of parents from written comments provided.
- The inspector looked at documentation, including the safeguarding policy, training certificates and children's learning records.
- The inspector spoke to children at various times throughout the inspection.

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

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Textphone: 0161 618 8524
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