

Childminder report

Inspection date: 16 March 2022

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 show positive relationships with the childminder and their peers. Children laugh together when they tickle each other. They talk confidently to the childminder about their needs and wishes. Children show an understanding of how they can keep themselves safe. For example, when they walk with the childminder in the street, they explain how they need to walk on the inside of her on the pavement. Children say that they need to look and listen for cars before they cross the road. Children behave well and show kindness to their friends. For example, when they have finished looking at books, they pass them to their friends. Children help each other to complete puzzles.

The childminder supports children to progress in their learning. She encourages children to develop a love of books. For example, she asks them to find pictures of insects, such as beetles and worms, on the pages. Children use magnifying glasses to look closely for the images. They concentrate, listen well and follow instructions. Children are encouraged to develop the muscles in their hands, in preparation for early writing. For example, the childminder shows children how to use scissors safely when they cut paper. Children are creative and show good hand-eye coordination when they use glue to stick fabric to make artwork.

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

- The childminder provides opportunities for children to develop their social skills. For example, she takes them to toddler groups and soft-play centres where they have opportunities to play with other children of a similar age.
- The childminder completes observations and assessments of children's learning. She uses this information to help identify what children need to learn next. The childminder helps children to develop their mathematical skills. For example, she supports them to add two numbers together. Children use their fingers to represent a number on each hand, such as two and three. They count the total number of fingers they hold up and tell the childminder that it equals five.
- Parents are kept informed about their children's daily learning and care routines. The childminder supports parents to continue children's learning at home, for example to encourage children to complete tasks for themselves, such as putting on their own coats and shoes. However, the childminder does not consistently share information about children's development with all early years settings that the children also attend. This will help her to gain a bigger picture of children's overall development.
- The childminder promotes children's oral health. Children have their own toothbrushes and are asked to clean their teeth after lunchtime. The childminder shares books with children about visiting a dentist. Children say that they need to clean their teeth or else they will fall out.

- The childminder praises children's achievements. She encourages them to show positive behaviour. For example, she asks children to put the lids on pens after they have finished using them.
- The childminder extends her professional development. She attends relevant training to extend her knowledge of how to keep children safe. For example, she has attended online training courses to extend her knowledge of female genital mutilation, child protection and data protection. However, she has not considered how further training will help her to develop her teaching skills to help extend children's learning further.
- The childminder offers children healthy meals and drinks to promote their good health. Parents comment that they appreciate the support the childminder gives their children when they are fussy eaters. She introduces new foods for children to try.
- Children learn skills in preparation for their move on to school. For example, when the childminder reads them a book, she uses different tones in her voice for characters in the story. This helps to maintain children's focus and attention. Children are invited to point out objects in the book and to answer questions about what they think will happen next. This contributes to children's literacy skills and helps them to take an active part in storytelling.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and tidy home. She carries out visual checks in her home and garden and removes any identified hazards. This helps to provide a safe environment for children to play. The childminder maintains a first-aid qualification that ensures her knowledge is current. This gives her the knowledge to act appropriately in the event of an emergency. The childminder understands her responsibilities to keep children safe. She knows the signs that would cause her concern about children's safety and welfare. She understands the process to follow to report any concerns she has regarding children's safety.

What does the setting need to do to improve?

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

- develop a more consistent approach to the sharing of information with other early years settings the children also attend
- identify precise training and development needs, to help strengthen teaching practice and knowledge of how to extend children's learning.

Setting details

Unique reference number	252406
Local authority	Nottinghamshire County Council
Inspection number	10065247
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	4 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 1989 and lives in Beeston, Nottinghamshire. She operates from 7am to 6.30pm on Monday to Wednesday, and from 7.30am until 9am and 3.30pm until 6pm on Thursday and Friday. She operates all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate level 2 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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