

Childminder report

Inspection date: 2 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 settle quickly and happily engage in the activities the childminder plans to support their development. They have fun and thrive in this welcoming setting. Children show that they feel safe and secure in the childminder's care as they confidently explore the garden and find resources to add to their play. Children engage for long periods of time as they hunt for bugs and use magnifying glasses to look at the insects they have found. The childminder talks to them about the features of a snail they have found as they watch the snail's head peek out of its shell.

The childminder plays alongside the children and enthusiastically takes on different roles in their play. For example, children pretend to fly a plane with her and continually come back to her to repeat the experience. Children flourish under the childminder's calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement she provides. This helps to build children's self-esteem and confidence. Children enjoy playing together cooperatively and building relationships. Older children help their younger peers to use equipment and try new activities. They are motivated to learn and display high levels of concentration.

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

- The childminder provides a broad and interesting curriculum for the children in her care. She collects information from parents when their children start and uses this to plan each child's learning. The childminder observes children's play and identifies what they need to learn next and how she will support children's development. However, occasionally, the childminder does not ensure that her interactions with children challenges their learning enough to build on what they already know and can do.
- The childminder has interesting conversations with the children while she plays alongside them to support their language and communication skills. For example, she names and describes insects the children have found in the garden. She models language as children play, describing the models they are making with construction kits. However, with younger children, who are just beginning to talk, she sometimes misses opportunities to correct mis-pronunciations and provide time for them to use language they are familiar with.
- The childminder has a secure understanding of children's interests and confidently uses this information to plan exciting opportunities for them. She uses the environment to present children with attractive play activities. For example, children enjoy exploring soil, sand, fir cones and twigs with their hands and talk about the different textures. The childminder adds additional resources to support children's play ideas, such as googly eyes to stick onto fir cones, as

they build their own bees and ladybirds.

- Children display high levels of concentration and interest throughout the day. They enjoy working with their friends as they mix paints to create patterns on stones they have found in the childminder's garden. Children are guided by the childminder to share available resources and support each other to confidently use new toys.
- Children are becoming increasingly independent in managing their own self-care needs. Young children show familiarity with nappy changing routines and older children are learning to manage their own toileting needs and wash their hands confidently without support. The childminder plans the outdoor environment to support the development of children's physical skills. She provides ride-on toys on the patio to develop children's large muscles and supports younger children to complete puzzles, developing their smaller muscles.
- Parents are very complimentary about the childminder. They feel well informed about their children's learning and value the daily feedback. The childminder provides information about what children need to learn next and how she is doing this with children. She shows them photographs of activities children have particularly enjoyed with her so that they can repeat these at home.
- The childminder keeps her knowledge up to date through training and professional development opportunities. She evaluates her provision and is committed to making continuous improvements. For example, she has completed training about different ways children learn, leading to a better understanding of how children's self-chosen play supports their development.

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:

- support toddler's language development even further and help them learn the meaning of words in context during their play
- enhance opportunities for children to think independently and solve problems for themselves.

Setting details

Unique reference number	252463
Local authority	Nottinghamshire County Council
Inspection number	10351687
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 October 2018

Information about this early years setting

The childminder registered in 1995 and lives in Mapperley, Nottingham. She operates term time only from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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