

Childminder report

Inspection date:

12 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and learn in a way that suits their needs. This is achieved by the enthusiasm and skilful teaching shown by the childminder. The childminder is passionate about children achieving their potential. She is really keen that children spend as much time as possible learning outside, so that they have the freedom to move around and explore the environment.

Children's interests, experiences and needs are central to everything the childminder plans and organises. For example, older children make their own swords as they make up stories about being a pirate. They sail their ship, taking it in turns to steer, showing how skilled they are about sharing and being kind to each other. Younger children skilfully hold sieves, developing their pincer grip as they search for treasure to fill their pirate buckets. Children have tremendous fun with the childminder as they safely play and learn. The childminder inspires children to be curious about the world around them. For instance, children are eager to fetch a globe to look for pirate islands they can sail to. Their interest is further enhanced as they name different countries and talk about what it would be like to travel on the pirate ship.

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

- The childminder provides an exceptional quality of education and focuses on accurate assessments of children's learning needs. She expertly identifies when to intervene, as well as enabling children to extend their own learning. The childminder allows children to take measured risks in physical activities and builds on their success. For example, having identified a child's need to develop their ability to balance, she integrates a plank for the children to walk as they dress up as pirates.
- The childminder recognises that children who attend her setting prefer to play outdoors. She provides an exceptionally motivating outdoor play area for the children to investigate and explore. As a result, children are active learners who demonstrate a curiosity to investigate their learning environment. For example, they examine the root structure of seeds they have planted, and use photographs and labels to remember what they have planted before pulling up the vegetables. The childminder asks pertinent questions which enrich children's learning, such as what the flowers on the bean plants will turn into.
- Children's behaviour is impeccable and they are incredibly considerate to each other. For example, when a child cannot find their treasure map, another child helps them to find it. Children are polite and confidently share their opinions with visitors.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities. They

learn about the faiths and the traditions of other countries. For instance, the childminder uses a story to name fruits and vegetables grown in Africa. The children taste the fruits for their snack and talk about the market used for selling foods in the story. They feel the texture of a coconut shell and pull the kernels off a sweetcorn husk.

- The childminder provides remarkable support for children's speech and language development. The childminder talks to children while they play and introduces new words, such as island, as they write messages to put in bottles to throw into the pretend sea. They identify and name features of boats as they experiment to find out which ones float.
- The childminder is extremely skilful at supporting children to gain excellent skills to help prepare them for school. For instance, children learn complicated new skills, such as fastening shoes. Children have regular opportunities to practise early writing skills, as they recognise and confidently write their own name.
- Parents are extremely appreciative of the childminder's care and education of their children. They are involved in their children's learning through regular discussions. The childminder shares information and ideas with them to continue learning at home.
- The childminder knows why she cares for and educates children in the way that she does. The childminder actively accesses training to improve her knowledge for teaching individual children. For example, she has completed training to ensure her curriculum promotes children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge current and up to date. She has an excellent awareness of all aspects of safeguarding and has a detailed understanding of the signs and symptoms which may identify when children are at risk of harm. She confidently explains how she would respond if she had concerns about a child. The childminder is proactive about risk assessing the environment to further ensure children's safety is maintained throughout the day. She also teaches children about how to keep themselves safe. For example, children are encouraged to independently use scissors with reminders about safety.

Setting details

Unique reference number	252466
Local authority	Nottinghamshire County Council
Inspection number	10114380
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 1993 and lives in Mapperley, Nottingham. The childminder operates all year round, from 7.30am to 5.00pm, Monday to Thursday, except for bank holidays and family holidays.

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 provider and has taken that into account in her evaluation of the childminder.
- 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 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 includes 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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