

Childminder report

Inspection date: 13 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children go to the childminder for cuddles when they need comfort. This shows that they feel safe and secure in her care. Children demonstrate a sense of achievement in their abilities. For example, they say, 'I did it' when they write numbers on paper. Children behave well. They play cooperatively alongside the childminder and take it in turns to play with equipment. Children thrive on the challenge to complete tasks on their own, such as putting on their socks and to carrying serviettes in preparation for a snack. This promotes children's independence and helps to give them a sense of responsibility.

The childminder knows the children well and how to support them to progress in their development. Children take part in activities that help to develop the muscles and strength in their fingers. They are encouraged to thread beads onto a lace and to peel stickers from the back of paper. Children show excitement to take part in story times. The repeat familiar phrases in favourite books. Children are encouraged to act out the story. For example, when characters in the book see swishy grass, children wave their hands in the air. When characters swim across a river, children crawl on the floor and pretend to swim. This helps them to develop a love of books and stories.

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

- The childminder uses observations and assessments to help her support children's progress and to identify if there are any gaps in their learning. She works closely with other professionals to put activities in place to support children with special educational needs and/or disabilities. This includes helping children to develop their speaking skills. For example, the childminder asks children to recognise different pictures. She puts the pictures in a line to support them to link words together and form sentences.
- Overall, the childminder supports children's communication and language skills well. However, she does not provide opportunities for all children who speak English as an additional language to hear and use their home language. This does not help to fully build on their language development.
- The childminder encourages children to learn skills for their move on to school. For example, when she sings nursery rhymes with children, she asks them to point to objects in a rhyme, such as a door. Children understand and follow instructions.
- The childminder provides plenty of opportunities for children to develop their understanding of numbers and counting. For example, she encourages them to count the number of steps they take when they go up and down stairs. The childminder supports children to learn the names for 3D shapes, such as a cylinder.

- The childminder offers children experiences to develop their social skills. She takes children to the library and to attend different childcare groups. This provides them with opportunities to play and mix with children of a similar age.
- The childminder extends her professional development. Recent training has increased her knowledge of how to encourage children to manage their emotions and regulate their behaviour. For example, the childminder asks them to blow bubbles to help release any anger. Furthermore, she will ask children to curl up into a ball like a turtle and to take deep breaths to help release stress from their bodies.
- The childminder keeps parents informed about their children's achievements during the day. However, she does not fully communicate with all other people who care for children, in order to support their self-care skills. For example, to help provide consistency for children when they begin to learn how to use the toilet.
- Children learn how they can keep themselves safe. For example, the childminder provides hand-over-hand support to show children how to use safety knives to cut up bananas. When children use scissors, she shows them how to hold these correctly.
- The childminder gathers feedback from parents and children to help her to evaluate her practice. Recent changes to the range of toys and equipment she offers enable children to follow their interests to support their learning. For example, additional funding is used to enable children to play with toy characters from their favourite television programmes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home. She uses safety equipment to stop children from accessing areas of her home and garden unaccompanied. This includes using gates to stop children from entering her kitchen and from accessing steps in the garden. The childminder understands her responsibility to safeguard children. She is aware of the signs that could suggest a child is at risk of harm or abuse. This includes being able to identify if children are being exposed to extreme views or radicalisation. The childminder knows where to report concerns about a child's welfare, to promote their safety.

What does the setting need to do to improve?

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

- extend opportunities for all children who speak English as an additional language to hear words from home to help build on their language development
- strengthen partnerships with all other people who care for children, to promote consistency in supporting their self-care skills.

Setting details

Unique reference number	252482
Local authority	Nottinghamshire County Council
Inspection number	10234425
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 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder registered in 1996 and lives in Arnold, Nottinghamshire. She operates from 6.30am until 6.30pm, Monday to Saturday, 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 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 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 and evidence of the suitability of persons living in the household.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022