

Childminder report

Inspection date: 12 September 2019

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

The childminder provides an attractive, welcoming and nurturing learning environment that helps children feel safe and secure. Children are happy, content and well settled. The childminder talks to children in a kind and positive manner and is a good role model for behaviour. She teaches them from a young age to share, take turns and to be kind to each other. As a result, children help each other and play cooperatively together. This is evident when children play with the pop-up toys. The older children show the younger ones how to press the button and wait patiently to have a go. The childminder praises their efforts, which helps boost their confidence and self-esteem. Children enjoy exploring and playing with the toys and activities on offer to them. The childminder knows the children well. She sets up activities that help children follow their interests and individual learning needs. For example, children thoroughly enjoy making music shakers. They use their fingers and thumbs well to put different objects into the bottles. They laugh and giggle, expressing themselves as they sing popular songs and rhymes.

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

- The childminder nurtures children's emotional well-being effectively and is attentive towards their needs. For example, she recognises when young children are hungry and tired and meets their needs accordingly. Children demonstrate that they have wonderful relationships with the childminder and each other and behave well.
- The childminder values the importance of strong partnerships with parents and with other settings that children attend. She keeps parents informed about their child's achievements and involves them in their learning. She seeks regular information from parents about their children's interests at home. This supports good continuity in children's care and development.
- The childminder accurately assesses children's achievements. She knows the children well and supports their learning effectively. The childminder has a good understanding of how children learn and provides a wide selection of activities to promote children's development. However, at times, she does not provide extra challenges for the children, to help extend their learning further.
- All children gain the foundations that they need for their future learning and eventual move to school. For example, they learn to concentrate and listen to stories. They snuggle with the childminder to look at books and talk about the images they see in the pictures.
- The childminder continues to develop her own professional knowledge. For example, she reads childcare journals and attends training. She has recently attended training on helping children's speaking skills. This has helped her to reflect on how she talks to children and how to provide an environment rich in language.

- The childminder provides opportunities for children to learn about the importance of a healthy lifestyle. For instance, she encourages children to follow good hygiene routines and eat healthy meals. In addition, children grow fruit, such as raspberries, and pick apples from the tree. This helps them understand where food comes from. Children enjoy plenty of exercise as they run around and use the equipment in the garden.
- Children have a positive attitude to their learning. The childminder supports them to develop their personal skills, such as putting on their coats and shoes. However, occasionally, she misses some opportunities to help children manage tasks for themselves so that they become more independent. For example, feeding themselves and fetching their own toys.
- The childminder evaluates her provision effectively. This helps her to identify and make ongoing improvements to raise outcomes for children. Since her last inspection, she has broadened the range of toys and resources to help promote children's learning outside. For example, she has introduced a water station which contains tubes and pipes. This has helped to enhance children's exploratory and investigation skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She knows who to contact if she has a concern about a child in her care. In addition, she knows what to do if an allegation is made against her or a member of her family. She has attended safeguarding training to update her knowledge regarding the wider issues of safeguarding children. The childminder carries out safety checks to reduce hazards, to provide children with a safe environment to play in. She teaches children to manage their own safety, for example how to cross the road with care.

What does the setting need to do to improve?

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

- focus more closely on all of the available opportunities within activities to challenge and extend children's learning even further
- encourage children to manage more tasks themselves to help increase the level of their independence.

Setting details

Unique reference number	252534
Local authority	Nottinghamshire County Council
Inspection number	10065256
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 1993 and lives in Calverton, Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector looked at the areas the childminder uses for childminding. She spoke with the children and held discussions with the childminder.
- The inspector observed the quality of education provided during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. She discussed with the childminder the children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers through comments provided by the childminder and written questionnaires completed by the parents and carers.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of qualification certificates. She checked the childminder's evidence of suitability and that of household members. She reviewed the childminder's professional development and discussed the improvements the childminder has made.

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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