

Childminder report

Inspection date: 7 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy when they are with the childminder. She gives them a warm welcome into her home and spends time getting to know each child's individual needs, which she meets to a high standard. She considers children's routines when planning for each day, particularly when children are new to her setting. Children are also excited by unplanned learning opportunities. For example, when hedgehogs and foxes come into the garden at night, the childminder shows them to the children on a video. They talk about the hedgehogs, and children remember that it was 'a mummy and three babies'. The childminder and children share close attachments, which fosters children's well-being.

Children enjoy imaginative role play. They care for the baby dolls who are 'poorly'. Children put bandages on the dolls, and the childminder introduces new words as they look after the dolls, such as 'injection'. This supports children's language development. They discuss what they could do to make the dolls better. Children give the dolls cuddles and lay them to sleep in the cot. They learn to be caring and relate their play to real-life experiences.

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

- Children make good progress in their learning and development, particularly in the prime areas of learning. The childminder plans purposeful learning experiences for children based on their interests and development needs. The childminder implements her curriculum well. She plays with the children and engages them. The childminder makes learning enjoyable.
- Children's early literacy development is supported well. They enjoy reading books with the childminder, where they tell the story together by looking at the pictures. The childminder makes reading enjoyable. She builds up suspense in the story, which gets children interested in books because they want to know what happens next. Children learn what authors and illustrators do. They share their ideas about the story and use their imagination as they read.
- The childminder supports children's communication and language development throughout the day. They are constantly engaged in conversation where children think, process information and develop their speech. Children who speak English as an additional language make good progress. The childminder supports children to speak English while also fostering their home language. She works closely in partnership with parents to achieve this.
- Children's behaviour is very good. They receive praise from the childminder for their good manners and achievements. Children are polite and wait for their turn when playing and during conversations. Any minor disagreements are quickly resolved. When younger children do not want to share the toys, the childminder patiently explains that it is kind to share with your friends. The children listen to

the childminder and learn to consider each other's feelings.

- Children's good physical and oral health are promoted by the childminder. They eat healthy and nutritious foods. The childminder works alongside parents to help children to familiarise themselves with the dentist by taking them on a visit to the dental surgery.
- The childminder regularly reflects on her practice. She is well qualified and experienced and continues to seek out additional opportunities for her continuous professional development.
- Parents comment very positively about the childminder. They say that she is personable, supportive and approachable. Parents comment that their children have made good progress in her care and that they feel very lucky to have found her.
- The childminder has developed good relationships with the local school. They share information and work closely together to support children in the transition to school. This is very beneficial for children's well-being and future learning.
- The childminder mostly supports children to be independent and to have a go at tasks for themselves. However, there are times when she can be too quick to carry out a task rather than encouraging children to persevere. Furthermore, she does not always provide children with opportunities that challenge their ability. For example, when children complete jigsaw puzzles with ease, they are not encouraged to try more complicated puzzles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her setting is safe and secure. She is aware of the possible signs that children may be at risk of harm. The childminder completes regular safeguarding training, which keeps her knowledge and understanding up to date. She knows what to do if she has concerns about any of the children in her care. The childminder is mindful of keeping children safe when they access the internet. She helps older children to understand the risks they are exposed to when using different technology devices. Children learn about age-appropriate internet access to keep themselves and each other safe.

What does the setting need to do to improve?

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

- extend the opportunities for children to persevere with tasks and build on what they already know and can do.

Setting details

Unique reference number	2525526
Local authority	Nottinghamshire County Council
Inspection number	10208257
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	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kirkby-in-Ashfield, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Johnson

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 showed the inspector the areas used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector interacted with children throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector via written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.

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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