

Childminder report

Inspection date: 23 March 2023

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 have lots of fun while they play and learn. The childminder encourages children to make independent choices in their play. She helps to build on children's overall skills and development effectively. The childminder places a strong emphasis on supporting children's personal, social and emotional development. Children thoroughly enjoy playing board games, looking at books and playing imaginatively together. They take turns, share toys and listen carefully to what their friends and childminder are saying. Children are happy, behave well and enjoy the company of the childminder.

The childminder plans activities that she knows the children are interested in. She helps children to develop their imaginative skills well. Children dress up and role play with baby dolls. They confidently act out being a 'mummy' who has a new baby. Children show care to the baby dolls as they cuddle and talk to their doll in soft and gentle voices. Children learn how to keep safe. The childminder helps children learn how to use a knife safely to cut up fresh fruit for their pudding. Children develop their communication and language skills well. The childminder engages children in conversation as they look at a book together. Children talk about what animals they like, such as a dolphin and shark.

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

- Children thoroughly enjoy their time with the childminder and demonstrate very secure attachments with her. They eagerly share photos of themselves and the childminder with visitors. Children enthusiastically tell visitors what is happening in the photos and how much fun they have had with the childminder during these experiences.
- The childminder understands the importance of helping children to develop their communication and language skills. She teaches children the correct pronunciation of words to support their speaking skills. For example, during a planned activity about insects and sea creatures, children learn to pronounce the word 'butterfly' correctly.
- Children are confident and happy. They know what is expected of them regarding their behaviour. Their self-esteem is supported very well by the childminder through her consistent praise and encouragement. The childminder cuddles and reassures children during their play. Children take pride in their achievements and proudly show off their carefully drawn pictures to visitors.
- The childminder understands how children learn and what she needs to do to support their development. She interacts with children in a positive and enthusiastic way, which encourages children to have a go and try new skills. However, sometimes, the childminder does not challenge or extend children's learning so they can progress even more quickly in their development.

- The childminder works in partnership with parents well. She regularly shares and exchanges information with them about their child. Parents comment how they value the childminder and the support she provides for them. However, the childminder has not thought about ways to share information with other early years settings that the children also attend. She is not always clear about how to ensure continuity in children's learning.
- The childminder completes regular observations of children's play and uses this information to make accurate assessments of their development. She shares the written assessment that she completes for children aged between two and three years with their parents. However, when she shares this document with parents, she is not clear on what she intends to do to support any identified gaps in children's learning.
- The childminder encourages children to be independent. Children manage their self-care routines, such as toileting, washing their hands and brushing their teeth after meals. The childminder teaches children why these routines are important to keep healthy.
- The childminder supports children's mathematical skills well. Together, they count out how many legs there are on an octopus and how many sea creatures there are altogether. Children are curious about a ruler. The childminder explains to the children how to use the ruler to compare sizes, such as the size of the different pencils that they are using to draw sea creatures with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes child protection training to maintain a secure knowledge and understanding of current safeguarding practice. She knows what procedures she must follow should she have a concern about a child's welfare. This includes any concerns that a child may be at risk from being radicalised. The childminder keeps her home safe and secure for children. She completes daily risk assessments of the environment to minimise any hazards to children. Children are closely supervised by the childminder. The childminder encourages children to understand the importance of helping to tidy away the toys so they do not trip over them and hurt themselves.

What does the setting need to do to improve?

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

- extend and challenge children during activities to further support their ongoing progress
- find more innovative ways to share and exchange information with other early years settings that children also attend to support their continued learning
- refine the way information is recorded and shared with parents regarding the

progress check for children aged between two and three years old.

Setting details

Unique reference number	252642
Local authority	Nottinghamshire County Council
Inspection number	10263035
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	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 1995 and lives in Mansfield, Nottinghamshire. She operates Monday to Thursday, all year round, except for bank holidays. Sessions are from 7.30am until 4.30pm. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 childminder.
- The childminder talked to the inspector about what she wants children to learn and how she plans her early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and inspector evaluated an activity together.
- The inspector took account of the written views of parents and those spoken to on the day of the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder provided the inspector with relevant documentation, including evidence of the suitability of all adults living on the premises.

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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