

Childminder report

Inspection date: 13 June 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 develop close bonds with the childminder, who is warm and kind. They explore the childminder's home with confidence. This shows they feel safe and secure in the setting. Children show good levels of independence, such as putting on their own shoes. The childminder encourages these self-care skills by suggesting they 'have a go'. She reassures children that she will help if they need her. Children behave well and play harmoniously together. They kindly pass each other resources and say thank you in return. The childminder praises the children for sharing well, this helps to raise their self-esteem.

The learning environment, inside and outside, is hugely inviting and well resourced. Children engage happily in meaningful activities. For instance, they focus for long periods of time while making potions. Children carefully use one-handed tools, such as scissors, to cut up herbs and spices for their potion. They explore capacity, filling and emptying bottles and test tubes with water, vinegar and bicarbonate of soda. Their joy is clear to see as they experiment and make a 'fizzing' potion. Children comment, 'This is so exciting'. Children soon learn the art of not over-pouring their liquid. They recall that mixing two components together is a 'chemical reaction'.

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

- The childminder demonstrates a passion, enthusiasm and joy for the work that she does. However, the childminder recognises there are some aspects to her practice she could explore further. For example, to further help children learn about safety measures when they use internet enabled devices.
- The childminder skilfully supports children to build on their knowledge and understanding. She uses opportunities to make links in their learning, so that they know more and remember more. For example, the childminder points out the froglets that the children have nurtured from frogspawn. She builds further on their knowledge by encouraging them to recall the different stages of growth they have seen. Children develop a very good understanding about the life cycles of living things.
- The childminder encourages children to develop an understanding of letters of the alphabet. Children use electronic pens and books to identify items that begin with the letter 'p'. The childminder extends children's knowledge further throughout the day by pointing out other words that begin with the same letter. This helps to promote children's early literacy skills.
- The childminder provides a language rich environment, where children build and extend their vocabulary through discussions and stories. For example, children tell visitors their butterflies are currently at the 'chrysalis' stage. The childminder reads books to children and she asks lots of questions about what they can see

on the page. This helps to promote children's communication and language well.

- Partnerships with parents are a high priority for the childminder. Parents say their children consider the childminder's home to be their second home. The childminder engages parents in their children's learning through daily photo updates. This helps to promote continuity of learning between the childminder and home.
- The childminder offers plenty of encouragement and praise for children's efforts and achievements. She encourages and teaches them to use good manners. This contributes to children's social skills.
- The childminder makes the most of her local environment to provide children with opportunities to broaden their experiences beyond those they receive at home. For example, they catch the bus to local parks, where the children thoroughly enjoy being physically active on larger play equipment.
- The childminder helps children to develop their knowledge of healthy eating to contribute to a healthy lifestyle. For example, during lunchtime she talks to children about the healthy foods they have on their plate. This helps children to identify some of the healthy foods, such as 'cucumber'.
- At the start of the day, the childminder and her assistants discuss the plans and expectations for the day. They discuss what activities they intend to offer children and how these contribute to children's developing progress. This helps to provide a consistent approach to supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and secure. She keeps her knowledge about child protection matters up to date through accessing regular training. The childminder knows the signs that would give her cause for concern about a child's welfare. She is clear about local safeguarding procedures and who to call in the event of a concern to ensure that children are kept safe. The childminder is meticulous about maintaining a safe and secure environment. She teaches children how to keep themselves safe. For example, before starting an activity she explains the ingredients for the potion making must not be eaten.

What does the setting need to do to improve?

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

- evaluate the provision to further develop your practice to the highest level.

Setting details

Unique reference number	2526826
Local authority	Nottinghamshire County Council
Inspection number	10208321
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 6
Total number of places	12
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Carlton, Nottinghamshire. She operates term time only from 7.30am to 5.30pm, Monday to Friday. The childminder works with two assistants.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of written feedback.
- Relevant documentation was available for inspection, including suitability checks, qualifications as well as policies and procedures.
- The inspector looked around the areas of the setting available to children.

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