

Childminder report

Inspection date:

14 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this experienced childminder. Their areas of learning and development are accurately assessed from the moment they start at the setting. The childminder skilfully scaffolds children's early education so that they make exceptional progress quickly and confidently. Children are highly motivated and enthusiastic to explore. When children show a developing interest in something, the childminder is quick to respond to extend their learning even further. For example, children discover a container of buttons and start to examine their detail. The childminder supports their mathematical development as she asks the children to compare similarities and differences in patterns. Children concentrate for long periods of time and are delighted when they find two buttons which are the same. The childminder celebrates this achievement with lots of praise. This boosts children's confidence and motivates them to maintain their involvement in the play.

Children are learning about what is happening in the world around them. The childminder sensitively supports children to understand about the death of Queen Elizabeth II. In doing so, she helps children to develop their social and cultural awareness. The childminder has recently taken children on a visit to the church. Children confidently recall that they safely lit a candle to remember the Queen. They explain they needed help because the candle was hot. The childminder has high expectations for children, introducing new and complex vocabulary when reminding them that they wrote in the 'book of condolence'. Children learn that this is where people can write nice words about the Queen. This experience helps children to understand about different emotions and why people might be sad at this time.

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

- The childminder uses precise assessment to find out what children know and can do. She uses this information to build a curriculum through which children make rapid progress. The childminder values the input from parents to determine children's starting points. She is confident in her knowledge of child development and knows exactly what to do to ensure children are constantly building on their knowledge and skills.
- The childminder provides a well-planned environment full of exciting and enriching activities. She has designed each activity with a clear purpose in supporting age-appropriate learning and development. For example, older children participate in activities to develop their fine-motor skills, ready for later writing. They successfully use a pipette when playing with water. They thread buttons onto a cord. The childminder then offers a range of tools during a painting activity for children to develop their pincer grip. These range in sizes,

from chunky paint brushes to small cotton buds, so children can develop their dexterity and hand control even more.

- The childminder has effective systems in place to maintain secure relationships with children who take time away from the setting. She is successful at supporting children's emotional well-being as they make their transition back into her care. The childminder maintains regular contact with children during their time away. She sends photographs and updates about herself, so children remain familiar with her. As a result, children settle quickly when they return after periods of absence.
- The childminder is invested in shaping children's positive behaviour. She works hard to understand why children sometimes display negative behaviours. The childminder takes a holistic approach to identify triggers and solutions. She reviews the environment and works closely with parents as part of this. As a result, children are mentored to develop kind and considerate qualities.
- The childminder recognises the necessity to build strong relationships with parents to ensure the best outcomes for children. She strives to support parents to further their children's learning at home. The childminder creates an individual learning plan for each child. She meets with parents to share this and explain what they can do to contribute. Parents say that they are regularly updated about their children's progress and targets. They say that the childminder really helps them to understand their child's development.
- The childminder demonstrates her commitment to her continued professional development. She completes training which is relevant and greatly benefits children's development. For example, the childminder has undertaken training around how to promote children's creativity. She provides activities for children to express themselves freely and develop their own ideas through art. Children receive consistent, high-quality teaching from the experienced childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her safeguarding responsibilities very seriously. She regularly updates her knowledge and refreshes her learning around child protection topics. The childminder is confident about recognising concerns and takes swift action to respond. The childminder ensures the ongoing suitability of her assistant. She provides a risk-free environment for children to play. The childminder considers the risks associated with children as they get older in the modern world, such as online safety. She teaches children strategies to keep themselves safe when using the internet. The childminder thoroughly explains her safeguarding policy to parents, so they know what to expect from her.

Setting details

Unique reference number	252684
Local authority	Nottinghamshire County Council
Inspection number	10114403
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 10
Total number of places	12
Number of children on roll	3
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2000 and lives in Mansfield, Nottinghamshire. The provision operates all year round, from 7.30am until 6pm, Monday to Thursday, and 3.15pm until 6pm on a Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The provision offers funded early education for two-, three- and four-year-old children. The childminder's husband sometimes works as her assistant.

Information about this inspection

Inspector

Charlotte Whalley

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 provision.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children happily interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a painting activity with the childminder.
- The inspector read two references from parents during the inspection and took account of their views.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistant.

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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