

Childminder report

Inspection date: 16 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home confidently and happy. The childminder reminds them to use the step to sit on to remove their shoes before they choose an activity to engage with. Children show they feel safe and secure with the childminder. Young children point to visitors to ask the childminder who they are, and they take comfort from her response.

Children develop empathy for one another and develop social skills. For example, the childminder talks to children about having equal amounts of toys to make it fair. She explains to children that when they take a toy it can make their friends feel sad. She talks to children about how to make their friends happy. Children begin to understand how to take turns as the childminder comments when it is time for a turn or when it is another child's turn.

The childminder plans appropriate next steps for children. Throughout her interactions, she skilfully adapts what she does with each child to support them to make progress in their learning. For example, children receive instructions from the childminder to develop their understanding of how to stay safe while crossing the road. Children learn that when the crossing light is red, they must stop and wait. The childminder confirms children's understanding when they ask if it is the green light that means 'go'. She reminds children that to stay safe, they must still look and listen, even when the light is green.

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

- The childminder gathers information from parents to understand children's interests and routines. She uses this information alongside her own assessments of children and her understanding of child development to plan activities across all areas of learning. The childminder provides experiences in the local woodland to help to develop children's understanding of the natural world. She encourages children to look for bugs and natural items, such as sticks and leaves, which they use to make marks in the mud.
- Children develop skills towards becoming independent. The childminder encourages children to put their own shoes and coats on and supports them to do this if they need it. Children are keen to try this for themselves. The childminder helps younger children to build confidence and gain an understanding of what to do to use the toilet independently. She talks children through each step they need to complete to use the toilet successfully. Older children independently take themselves to the toilet and receive a prompt from the childminder to remember to wash their hands afterwards.
- Children's physical development is supported well by the childminder. She plans activities to build children's hand muscles to contribute to their preparation for

writing skills. As children decorate small Christmas trees with pom-poms, the childminder describes how to tilt the glue bottle and squeeze it to get the glue to come out. Children coordinate their movements and successfully place glue on their tree. The childminder takes children to the local park to help to develop their larger muscles. They learn to climb up large play equipment and come down slides by following the instructions the childminder gives. Additionally, the childminder models how to move her body in different ways. Young children copy her actions, for example moving their bodies like a robot.

- The childminder focuses on children's mathematical development. She models how to count items with young children and shows the amount on her fingers, which supports children to understand quantities. She encourages parents to complete small tasks within their home to extend children's understanding of shapes, for example looking at different items in the home and talking to children about what shape they are. Parents comment on how well informed and involved they feel in their children's learning, which helps them to continue to support their children's learning within the home.
- The childminder talks to children about different foods they could make as children explore the play kitchen. She comments on what the children are going to be having for lunch and what it contains. However, she does not fully support children to learn and understand which foods are healthy and what the benefits that eating healthily can have.
- The childminder engages with children well; she comments on what children are doing and asks them questions to check their understanding. However, the way in which the childminder asks questions can limit the responses children can give. Therefore, children do not have to think about their response or communicate more than a yes or no answer.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend interactions further to support children to understand what foods are healthy and the benefits of eating healthily
- develop ways of questioning to enhance children's thinking and broaden children's use of vocabulary.

Setting details

Unique reference number	252686
Local authority	Nottinghamshire County Council
Inspection number	10363888
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 9
Total number of places	4
Number of children on roll	5
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2000 and lives in Clipstone Village, Mansfield. She operates all year round, from 7.15am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She offers funded early education to eligible children from nine months old and above.

Information about this inspection

Inspector
Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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.

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 2024