

Childminder report

Inspection date: 4 July 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive eager to get into the childminder's home. They separate happily from parents and carers as they get a warm welcome from the childminder. Children consistently behave very well and understand the clear and positive boundaries the childminder has in place. They understand what is expected of them from a young age, listen intently to the childminder and follow instructions with ease. For example, children aged two years old and under take their own shoes off, leaving them at the door. They confidently go in to the childminder's home and immediately engage in learning, exploring a range of well-planned resources.

Children access a huge range of rich experiences provided by the highly experienced and passionate childminder. She adapts the learning to help all children make the most progress they are capable of, including those children who need additional support. Children are keen to try things for themselves. They are highly curious about new items the childminder introduces and highly focused during learning opportunities. Outside, children explore herbs and different shaped ice cubes with the childminder's support. She encourages them to use all their senses and learn new knowledge about the herbs and ice. Younger children taste test different herbs as the childminder comments and teaches them new words. Older children tip water over the ice, investigating how it melts.

Children develop their communication and social skills with support from the childminder. She meets with other childminders to support children to build close friendships with others across a range of ages. The childminder immerses children in the outdoors and in the local community, for example children build and explore in woodland. Children develop high levels of respect for their local communities, people and families beyond their own.

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

- The childminder knows the children in her care remarkably well. This helps her to provide excellent activities that engage children based on their interests. For example, children jump up and down and point with excitement, wanting to choose story sacks to explore with the childminder. Children look and focus intently while the childminder reads a story. The childminder provides access to experiences that children may not get elsewhere. She takes the children to local libraries and to forests to make dens.
- Children are highly motivated and eager to join in. They have consistently positive attitudes to learning. The childminder creates excitement and curiosity in every interaction she has with children. She uses creative ways to introduce new items to children, for example she fills a basket with beads, fabric, ribbons,

and light-ropes, then gradually takes the items out of the basket accompanying her actions with sounds and words. Children are fascinated and babies reach out with awe and wonder to feel and move the items, shaking their arms and legs with excitement.

- The childminder supports children to develop physically using a range of experiences. Outside, the childminder has created spaces for the youngest children to pull up on low-level trays and use push along cars. The childminder praises children when they use their small-muscle skills to scoop, fill, squeeze, tip and pour water into cups and teapots. The childminder encourages children to run, crawl and move around the garden. She supports two-year-olds to lift planks of wood and to balance on stumps. Children use swings independently.
- The childminder provides children with frequent opportunities to manage their feelings and learn about emotions. She consistently talks to children about how they are feeling and models breathing exercises, using their hands to help to calm them. They practise yoga, and children are keen to show off the poses they have learned to visitors.
- Parents share that they feel exceptionally supported and welcomed. For example, the childminder supports families with wider worries unrelated to her role as their childminder. Parents comment on the range of experiences their children have and that their children have come on in 'leaps and bounds' since attending. The childminder supports children's learning at home. Parents state that they receive information about their children, and regular updates with age-appropriate activities to complete via an online app.
- Children have very positive relationships with each other and the childminder. They consistently show mutual respect, and this is highly embedded. For example, children help each other with their drinks when they sit at the table, they say, 'please' as they pass the beakers down the table to each other. Children aged two years old and under wait patiently for their turn to wash their hands before mealtimes and work together to complete jigsaws. They pass each other pieces to their puzzles unsupported by the childminder.
- The childminder is extremely dedicated and pursues excellence to improve outcomes for children. She regularly attends training and reads current research to improve her practice and processes. For example, she uses what she learned about emotions to support children with how they are feeling on a day-to-day basis.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe and how to recognise signs and symptoms of abuse. She understands it is her responsibility to ensure children are safe. She knows the processes to follow to make referrals to get support for families, or reduce the risk of further harm. She completes regular training, which helps her to understand wider issues within society and keep her knowledge updated. The childminder ensures the suitability of anyone living in the household through appropriate checks. She is clear about

processes she needs to follow if an allegation is made about anyone in the household.

Setting details

Unique reference number	2526878
Local authority	Nottinghamshire County Council
Inspection number	10208323
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gedling, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3. She provides funded nursery education to three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

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 provider and has taken that into account in their evaluation of the provider.
- 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 about what they enjoy doing while with the childminder.
- 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 observed the interactions between the childminder and children. They discussed the impact of the curriculum on children's learning.
- Parents shared their views with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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