

# Childminder report

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Inspection date: 18 July 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children show kindness to others. For example, when younger children pass toys to their peers, they receive praise from the childminder. This helps children to recognise that this as an appropriate way to behave. When children first start attending, the childminder finds out about their routines at home, such as sleep times, and tries to mirror these. This contributes to children feeling secure in her care. The childminder introduces other routines to the day and uses songs to support children's understanding of what is happening. For example, when children wash their hands, she sings a rhyming song about washing hands. These rhyming songs help children to develop their language skills.

Children are supported by the childminder to develop their physical skills. For example, the childminder puts toys slightly out of reach of younger children to encourage them to crawl. She supports younger children to begin to stand on their feet. When children walk with the childminder in the street, she ensures that they walk on the inside of the pushchair, furthest from the road. She talks to them about road safety, and children point to cars they can see on the road, knowing to stop on the path. This helps children to understand how they can keep themselves safe.

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

- The childminder uses books to support children's early literacy skills. Children independently choose books and take them to the childminder to read. The childminder points to and names images that the younger children see on the pages, helping them to understand what they see. The childminder takes children to visit the library to choose books for them to take home. This is to encourage parents to read stories to their children, promoting their learning at home.
- Parents comment positively about the childminder and their children's experiences. They appreciate the information they receive about their children's day. Parents say that their children blossom in the childminder's care and she helps them to be confident.
- The childminder shares daily diaries with parents that include information about their children's sleep routines, nappy changes, activities they enjoy and what they need to learn next. However, the information she gathers from and shares with other early years settings the children also attend is not as effective. She does not obtain or share information to help provide consistency for children's individual learning and development.
- The childminder observes and assesses children's learning and uses this information to help identify how she can support children's progress. She focuses on developing children's communication, social and physical skills. This

helps them to have the foundations for learning before they develop their knowledge further in preparation for school.

- Children have opportunities to engage and develop their learning through self-chosen activities and planned activities. However, occasionally, when the childminder plans activities, she does not consider how they can be adapted to ensure they are accessible for the younger children. This will enable all children to benefit from the learning opportunities being offered.
- The childminder works in partnership with parents to support children's behaviour. This helps to promote consistency for children to understand right from wrong. The childminder uses distraction with younger children, helping them to understand the rules in her home. For example, when children run a toy car up an internal door, she shows them how to roll it on the floor.
- The childminder provides children with activities to help them learn about foods that are healthy for their bodies. She helps children to recognise the impact of physical exercise on their bodies, such as feeling their heart beat. The childminder provides parents with information about how they can promote oral hygiene for their children at home. This contributes to children developing a healthy lifestyle.
- The childminder extends her professional development. For example, she completes online training and webinars to enhance her knowledge of childcare. Recent training has helped her to use sign language to support children's communication skills. It has also developed her understanding of how new words can be introduced to link with what children are doing to support their understanding.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder uses safety equipment in her home, such as safety gates, to stop children accessing certain areas of her home unaccompanied. She carries out risk assessments to help provide a safe environment for children to play. The childminder understands her responsibility to safeguard children. She knows how to identify the signs and symptoms of abuse. This includes if children are being exposed to radical views or subject to female genital mutilation. The childminder knows where to report concerns about children's safety or if an allegation of abuse is made against herself.

## What does the setting need to do to improve?

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

- strengthen the information shared with and gathered from other early years settings the children also attend to identify more precisely how to work in partnership to support children's development

- improve the planning of activities to enable younger children to benefit from the learning experiences offered.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 252835                                                                            |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10276588                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 24 July 2017                                                                      |

## Information about this early years setting

The childminder registered in 1988 and lives in Edwinstowe, Mansfield. She operates all year round from 6am until 5.30pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector went on a walk with the childminder to collect children from a school nursery.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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