

Childminder report

Inspection date: 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the childminder's warm and welcoming home eagerly. They form strong attachments with the childminder and her assistant. Children develop their coordination and large muscles as they enthusiastically bounce on the trampoline. They push wheeled toys, such as pushchairs and tricycles, along the grass, expertly avoiding obstacles. Children smile as they wiggle their bodies in time to music. They gain a further understanding of their bodies as they point to the features on their face and body during a song. Children carefully build towers from large, soft bricks. They stack and balance the bricks, stepping back and proudly admiring their creation.

Younger children stand at the water tray. They use their small muscles to scoop up water, watching carefully as it runs into containers. They stack and build towers with cups, giggling as they knock them down. Children sit close as they share stories and songs. They take it in turns to select toys relating to each song from a bag, and they develop their recall and communication as they remember the words to each song, joining in with the actions. Children learn about the Arctic as they play with small animal figures. They use their imagination to create worlds, and tell stories using the animals as props in their story.

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

- Partnerships with parents are extremely strong. Parents comment about the 'exceptional and amazing care' the childminder and her assistant provide. The childminder works closely with the parents to share daily information. She keeps them updated on their children's progress and achievements through photos and conversations.
- The childminder and her assistant know the children they care for well. They use this information to provide a purposeful and interesting programme of learning. However, there are times when the activities she provides are not as effective as they could be. For example, the childminder and her assistant are sometimes distracted by the younger children, and move away from the activity they have set out. This results in children losing interest and not reaching their full potential during some activities.
- The childminder and her assistant prepare the children for school as they develop their independence and self-help skills. For example, children are encouraged to dress themselves before going outside, putting on their waterproofs and boots. They make independent choices as they select toys and activities throughout the day. This helps build some of the skills children need when they move on to school.
- The dedicated and committed childminder ensures that both her and her assistant access regular training to help them further understand and enhance

interactions with children. However, occasionally when talking to children, the childminder and her assistant asks multiple questions, and sometimes answer them for the children. This means that younger children are not able to process their thoughts and think about their response, often resulting in children walking away or losing interest in the activity provided.

- Children benefit from regular trips and visits to groups in the local community. For example, they build their language and communication skills as they participate in song and rhyme groups, and they interact with other children as they join in with local toddler groups. Children experience travelling on public transport and visiting parks in the wider community, gaining valuable knowledge about the world around them.
- The childminder provides children with nutritious, home-cooked meals throughout the day. They enjoy healthy snacks, such as fruit, and are given water to drink. Children are encouraged to adopt a good oral health routine as they brush their teeth after breakfast.
- The childminder and her assistant ensure that the emotional needs of all children are met. For example, they offer children warm cuddles and reassurance when they are upset. Children's behaviour is managed well. The knowledgeable childminder ensures that older children are given the time to resolve conflict between themselves, stepping in and gently reminding children about being kind when needed. As a result, children mostly play harmoniously together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility for safeguarding children. They recognise the signs and symptoms that indicate that a child may be at risk of abuse. The childminder and her assistant understand how to escalate any concerns they may have, as well as ensuring they understand whistle-blowing procedures. They attend regular training to give them a broad knowledge of recognising and reporting abuse, including how to keep children safe online and understanding the 'Prevent' duty guidance. The childminder and her assistant understand how to keep children safe in the local community. They ensure that children are aware of road safety and other hazards.

What does the setting need to do to improve?

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

- organise small-group activities more effectively and minimise distractions to help children reach their full potential
- provide all children with enough time to think about and respond to questions.

Setting details

Unique reference number	252859
Local authority	Nottinghamshire County Council
Inspection number	10263891
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 10
Total number of places	6
Number of children on roll	34
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 1995 and lives in the village of Radcliffe-on-Trent, Nottingham. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder and her assistant hold an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting 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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