

# Childminder report

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Inspection date: 8 March 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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 enjoy a close relationship with the caring childminder. The childminder is warm and friendly, and this approach helps children to settle quickly. She knows children well and their characters. For example, when children need extra reassurance, the childminder offers them a hug to build their confidence and emotional development. Children are happy. The childminder provides a wide range of interesting resources in her home-from-home environment. Children easily access and make choices in their play, such as with board games, puzzles, books and construction materials. The childminder provides a language-rich environment for children. During conversations with the childminder, children learn about castles and the royal family to broaden their knowledge of the wider world.

Children thoroughly enjoy being outdoors and gain great knowledge about the natural world that they live in. For example, the childminder takes children for nature walks on a regular basis. Children confidently name different flowers such as 'Periwinkle and Snowdrop'. The childminder has high expectations for children's behaviour and independence. Children are polite, courteous and well mannered. The childminder helps children learn how to keep safe. Children are knowledgeable about fire safety. They confidently explain to the inspector what and where they must go if there is a fire in the home, as they point to the different doors they can leave from.

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

- Children have close and caring bonds with the childminder. They cuddle and sit next to the childminder as they listen to their favourite stories and sing familiar songs with her. For example, children sing the 'Breathing song' to help them learn how to use their lungs in different ways.
- Partnership with parents is good. From the very start, the childminder supports parents through the settling-in process. She informs parents about every aspect of their child's day. The childminder regularly shares photos of the children playing through their personal communication book. She prints off pictures about the nature walks and records what the children have seen and learned. Parents comment that the childminder is knowledgeable and is part of the family.
- The childminder has a good understanding of the curriculum and how to support children in their learning. Following the COVID-19 pandemic, the childminder identified that children needed support with their communication skills. The childminder introduced sign language as one way to strengthen children's communication skills. During the inspection, children continue to use sign language alongside their spoken language to express their needs.
- The childminder places a strong emphasis on outdoor learning as one way to

support children's communication and language development. During the nature walk as part of the inspection, children look at birds, flowers, fungi and bushes. They eagerly point to flowers and say 'Look, a crocus'. The childminder uses a wide range of vocabulary to support children's language skills further. She provides many running commentaries during discussions with the children. However, in her enthusiasm, she does not always provide children with enough time to think and respond to her questions. As a result, sometimes, children are not always able to come up with their own ideas and thoughts.

- Children have many opportunities to develop their independence skills. For example, they wash their hands after using the toilet, feed themselves confidently and are given time to try and put on more complex outdoor clothing and boots for the nature walk. Children are developing their self-care skills well and in readiness for school.
- Children behave well and know what the childminder expects of them. Children play cooperatively with one another as they build with construction materials or eagerly try to find the wormholes during the nature walk.
- Overall, children show high levels of engagement during activities. For example, during the nature walk, they concentrate and eagerly seek out the pretend crocodile swamps and the dragons on the flags. However, the childminder sometimes plans activities that are not adapted to support all children's individual learning needs and abilities. As a result, not all children learn as much as they can.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are promoted. The childminder understands her responsibilities to protect children from extreme views and ideas. She keeps her knowledge on child protection up to date through regular training. The childminder is aware of local referral procedures to follow if she is concerned about a child's welfare. The childminder consistently checks her environment to make sure it is safe for children to attend. She supervises children well as they play in her home and when on outings. She helps children learn to keep safe on outings. For example, children know to stop, look and listen for vehicles before they safely cross the road with the childminder.

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

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

- give children more time to think and respond to questions so that they can express their own ideas and thoughts
- refine the planning of activities to further support children's individual needs and learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 252933                                                                            |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10263061                                                                          |
| <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> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 9                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 19 April 2017                                                                     |

## Information about this early years setting

The childminder registered in 1990 and lives in Cropwell Bishop in Nottinghamshire. She operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for four-year-old children.

## Information about this inspection

### Inspector

Krupa Mamtara

### 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children during the inspection.
- The inspector observed the interactions between the childminder and children. The childminder and inspector evaluated an activity together and discussed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's practice with the inspector.
- The childminder provided the inspector with relevant documentation, including the evidence of the suitability of all adults living on the premises.

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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