

Childminder report

Inspection date: 31 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's confident and happy. They smile and say goodbye to their parents at the door. Children show their independence and their care for one another. Older children independently hang up their belongings and help younger children to do the same. Children have access to a range of resources, which they choose from independently throughout the day. Children behave well and when they need help to manage their feelings and emotions they are prompted by the childminder. Children respect one another. Older children pass younger children different-coloured pencils to draw with and assist them to make choices. Younger children lift their heads up from what they are doing and make eye contact to listen to other children speak.

Children have positive attitudes to learning and engage for prolonged periods, with the resources and activities the childminder provides. Children sit together at a table and they exchange memories about the fire station they visited the previous day. They roll out dough to create ladders, hoses and wheels to make fire engine pictures.

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

- The childminder has a strong understanding of child development. This feeds into her sequences of learning for children. This is shown through the range of activities and resources she provides to enhance children's learning through a range of different ages.
- The childminder develops children's knowledge. She questions children and corrects their misconceptions. For example, when children talk about what dogs can and cannot eat. Children talk about dogs not eating cheese. The childminder offers knowledge that dogs cannot eat chocolate, but that they can eat cheese. Older children go on to share this information with younger children in their play.
- Children's emotional development is supported. For example, the childminder talks to children about the emotions they show. Older children share how they are feeling and how they can make each other feel better. The childminder supports younger children to join in activities and gives them a cuddle when they need it.
- The childminder supports children's understanding of what keeps them healthy and safe. For example, when children go out for walks to their local field, they are reminded to stop and wait at certain points. Children tell the childminder if it is safe to cross. Older children discuss why they keep their hands clean and talk about washing the germs away.
- Children's mathematical skills are developed. For example, at snack time the childminder tells all the children they have 10p. Each child chooses items from

the snack board. Each item has a value. Older children are encouraged to count how much they have spent and how much they have left. Younger children use their fingers and are supported by the childminder to count to 10.

- The childminder attends regular training to support her professional development, for example, she completed training around managing sensitive conversations. She shares that this supported her to start conversations around sensitive subjects, such as family food choices. It also supported the childminder to reflect on the variety of sensitive topics she may need to discuss with the age range of the children who attend.
- The childminder encourages children to practise the language they already know. She asks questions, repeats and recasts information to clarify children's understanding. However, the childminder does not consistently extend children's vocabulary. For example, when out in the field, a child picks up some binoculars and holds them up to their face. The childminder asks what they can see but does not use this opportunity to extend the learning further.
- Parents report that they are happy with the childminder and the service she provides. They mention how welcoming and passionate she is. Parents explain that they gain information about their children's day through an online app. However, parents do not know how to support their children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs of abuse. She has attended training which has supported her in developing her knowledge of wider safeguarding subjects, such as the 'Prevent' duty. Because of this, she is confident to make appropriate referrals to relevant agencies, to support families and their children. The childminder ensures the environment is safe, by conducting regular risk assessments. She ensures the suitability of her household members and completes regular ongoing suitability checks. The childminder follows recruitment processes and checks to determine the suitability of individuals, before appointing them as an assistant.

What does the setting need to do to improve?

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

- develop interactions with children further, to ensure all children are introduced to new vocabulary
- develop ways to share with parents how children's learning can be extended at home.

Setting details

Unique reference number	2542156
Local authority	Nottinghamshire County Council
Inspection number	10215380
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	0 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in in Gedling, Nottingham. She operates all year round, from 7.30am until 6pm, from Tuesday to Thursday, except bank holidays and family holidays. The childminder also offers after-school care on Monday and Friday from 3pm until 6pm.

Information about this inspection

Inspector

Alice Anders

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.

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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