

Childminder report

Inspection date: 14 November 2019

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

The provision is good

The childminder provides a very welcoming and homely environment. She offers informative settling-in sessions and gets to know the children well, right from the beginning. The childminder uses this information effectively to build on children's home-learning experiences. Consequently, children soon settle and engage happily with the environment and toys. Young babies have a strong bond with the childminder and enjoy spending quality time with her. They develop early communication skills as they interact happily with the childminder. For example, young babies respond with different sounds in excitement to the childminder's voice during play.

The childminder has extremely high expectations for all children's communication and language development. She uses every opportunity to introduce new words to children and expand their vocabulary. For example, when reading stories, she introduces older children to the word 'shipwreck' and talks to them about describing what they can see. Children are confident communicators.

Children benefit from the childminder's kind, caring and attentive nature. They behave very well and have an excellent understanding of right from wrong from an early age. Children understand the rules of the setting and share this with new people, telling them they must be 'caring, sharing, and kind'. They are extremely polite and considerate. Older children play gently and encouragingly with young babies. They help to soothe them if they become unsettled.

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

- The childminder works hard to form positive partnerships with parents. She updates them daily on their child's care and learning and gains information about what children are doing at home. Parents are very complimentary about the childminder. They make comments such as 'really impressed with the progress made' and 'communication is perfect'.
- Children make excellent progress with their speech and language. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes. Older children use and understand complex words, such as 'literally', during play.
- Children show high levels of independence. Babies feed themselves extremely well and older children independently manage their own personal needs, especially in relation to health and self-care. All children confidently learn key skills, so they are extremely well prepared for their next stage in learning, and school.
- The childminder provides a rich curriculum that supports children to learn about

similarities and differences. They meet new people in the community and learn about each other's cultures as well as different festivals from around the world. Children build on new knowledge gained as they play with a diverse range of resources, toys and books.

- Children have wonderful attachments to the childminder. This is because she knows the children very well. She can confidently talk about their abilities, likes and dislikes, and family backgrounds. She recognises what children can already do and identifies their next steps in learning accurately.
- The childminder adopts a positive attitude towards making improvements to practice. She is reflective and committed to her own professional development. She seeks the views of her parents and values their opinions to enhance the quality of the provision.
- Teaching is strong. The childminder has good knowledge of early years teaching and uses this to plan stimulating activities across all areas of learning. However, on occasion the childminder does not always make the most of these learning opportunities to provide older children with even more challenge to help them to make the best possible progress.
- The childminder has established effective partnerships with the local school. She regularly visits them and discusses activities and experiences with the Reception teacher. She then complements this at her setting. For example, she has introduced a phonics session with the older children in line with the school they will move on to. This helps to create a consistent approach to children's learning and development and supports their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding and child protection is strong. She is an organised practitioner who ensures all mandatory training, such as first aid and safeguarding, is kept up to date. Policies and procedures are robust, shared with parents and help to underpin this high-quality setting. The childminder regularly attends training and is proactive in developing her understanding of wider safeguarding issues. She demonstrates a secure knowledge and understanding of how to protect the children in her care. This has a positive impact on children's welfare.

What does the setting need to do to improve?

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

- focus even more on extending and challenging older children to help them fulfil their potential.

Setting details

Unique reference number	254705
Local authority	Nottingham
Inspection number	10114407
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 July 2015

Information about this early years setting

The childminder registered in 2000 and lives in Nottingham. She operates Monday to Friday from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She receives funding for the provision of free early education for three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different areas and how she uses these to support children's learning and development. The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector held discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The inspector considered the views of parents by viewing feedback questionnaires.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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