

Childminder report

Inspection date: 15 July 2024

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 are happy, safe and settled and have good attachments to the childminder, who gives them lots of attention. The childminder joins in with children's chosen play as they confidently explore the available activities. She encourages children to take an active role in daily activities and to be as independent as possible. For example, children peel their own oranges for snack and are able to access the toilet on their own. The childminder plans experiences such as taking a bus ride to visit playgroups each week. This helps children to develop social skills in larger groups.

Children have a positive attitude to their learning and are motivated to explore the well-planned environment. The childminder displays resources on low-level shelving or invitingly on the floor. This enables children to lead their own play. Children have great fun crushing chalks in a pestle and mortar and adding water to make their own 'paint'. They are delighted when the childminder adds different dispensers for the water. Young children are motivated to join in because they know the childminder values their attempts and successes. The childminder's warm nature and interactions promote children's learning and well-being.

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

- The childminder plans experiences to build on each child's knowledge and skills. She supports children's listening, attention and communication skills through a sensitive approach and fun-based songs. For example, during singing, children laugh as they follow the childminder's instructions to touch their heads, shoulders, knees and toes.
- Children are curious and eager to explore opportunities available to them. For instance, they fill moulds with sand to make shapes and name the shapes they have made. They find different objects to use as moulds and try to get the sand out of the mould without breaking the shape they have created. However, when children encounter difficulties, the childminder can be too quick to solve their problems as opposed to supporting them to work out what they could do differently.
- The childminder encourages children's interests in stories and books. She creates different voices for the different characters, to bring the story alive for the children. Children are confident to speak and excitedly join in. For example, as the gingerbread man is chased by the other characters, children repeat, 'Run, run as fast as you can.' The childminder promotes children's communication skills as she gives each child the opportunity to share their favourite part of the story.
- Children behave well. The childminder reminds children to use their manners and to share resources. For example, children take turns with the childminder to use the watering can to water vegetables they have planted in the childminder's

garden. The childminder is vigilant and swiftly intervenes when necessary. For example, she reminds the children about walking inside and to go outside to run about. This supports children to understand how to keep themselves safe.

- Children's awareness of being healthy is supported through the provision of fresh fruit for snack, and the children are encouraged to drink water throughout the day. Children are familiar with the importance of hygiene. They wash their hands before eating and after outdoor play.
- The childminder has formed good partnerships with parents. Parents work with the childminder at the outset to establish children's starting points. They value the regular communication about the activities their children have been engaged in and what they have achieved. However, the childminder does not keep parents fully informed about their child's next steps and how they can support learning at home.
- The well-qualified childminder continues to develop her knowledge and skills. She meets with other childminders to share experiences, good practice and ideas. She reflects on her training and explores how to use this to benefit the children. For example, she has embedded research on oral hygiene in her practice, to support children's understanding about keeping themselves healthy. The childminder is dedicated, hard-working and passionate about her job and is ambitious for the children in their care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children opportunities to solve problems independently before providing solutions
- provide parents with more information about the next steps for their children and how they can support learning at home.

Setting details

Unique reference number	254719
Local authority	Nottingham
Inspection number	10338359
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	2 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 1994 and lives in Nottingham. She operates during term time from 7.45am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lianne McElvaney

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 setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder had a learning walk around the setting. They discussed how the environment is organised and curriculum is planned to support children's learning. The inspector took account of how the childminder carries out risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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