

Childminder report

Inspection date: 29 January 2020

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

Children settle quickly and flourish in this homely, welcoming and friendly provision. The childminder is kind and nurturing and speaks to children with genuine care and respect. This helps to build their self-esteem and confidence. Children are happy, safe and secure in this childminder's care. This is demonstrated as they move around the rooms exploring their well-resourced environment. They select their own play and eagerly ask the childminder to join them. Children behave well. They enjoy the activities provided by the childminder and have a positive attitude towards their learning and play.

The childminder has high expectations for every child in her care and knows the children well. She provides activities that extend and challenge their learning. For example, the childminder introduces rice play. Children display high levels of engagement and thoroughly enjoy this experience. They explore the rice in different ways. They scoop the rice up with their hands and spoons and make marks, such as circles and patterns, using their fingers and forks. They fill and empty containers and laugh as the rice bounces off the tray. These activities help to develop children's small-muscle movements. This in turn helps children hold tools and crayons more effectively in readiness for their further learning.

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

- The childminder has a strong understanding of the curriculum and the different ways in which children learn. She ensures children's interests are followed precisely, with their next steps carefully woven into play. For example, to help children learn about counting and numbers, she uses an electronic till because the children have a fascination for money and shopping.
- Strong two-way communication with parents is in place. The childminder sends pictures and videos frequently to parents so they can be involved in what children are doing during the day. The childminder offers help and advice to parents about specific childcare topics to further aid effective partnership working.
- The childminder supports children's language and communication skills well overall. For example, she plays alongside children, speaks clearly and provides them with a running commentary of what they are doing. She introduces new words, such as 'smooth' and 'rough', to help extend children's vocabulary and uses good eye contact. However, occasionally, the questioning techniques used by the childminder do not encourage children's speaking and thinking skills.
- The childminder has established effective links with the pre-schools children in her care attend. She has good transition procedures that help children to smoothly move on to their next setting. However, the childminder does not make the most of the partnerships with other settings to discuss children's

learning and progress to help to ensure continuity of care and learning for children.

- The childminder takes children on various outings to places of interest where they can extend their experiences. For example, they visit the library to extend their enjoyment of books. Additionally, while there, the children have the opportunity to join in 'Rhyme time' where they enjoy singing and moving in time to the music. This also helps children to socialise with other children and gain experience of the local community.
- Children behave in ways typical for their age and stage of development. They manage their feelings and play cooperatively together, take turns and are kind to each other. The childminder reinforces rules and boundaries consistently. This helps children to develop a sense of right and wrong and feel emotionally secure.
- Children's health is supported well. The childminder offers nutritious, balanced meals. She speaks to children about the health benefits of good food, exercise and following good hygiene routines. Children begin to learn skills which support their independence. The childminder encourages them to help tidy away toys and complete simple, helpful tasks. For example, children make their own sandwiches. They spread the butter on the bread, select their own filling and cut their sandwiches. They choose which fruit they would like and carefully carry their lunch to the table.
- The childminder is ambitious and well focused. She is reflective and makes changes to benefit children. She places a big focus on professional development and takes part in a selection of training. For example, she has looked into how children play in the outdoor environment. This helped her to make changes to the outside activities, to further support children who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to keep children from harm. She knows how to identify any potential child protection issues and the correct procedures to follow. This includes how she would deal with an allegation made against her or a member of her family. The childminder ensures that she regularly updates her safeguarding knowledge by attending relevant training courses. This helps her to find out about any new legislation and the wider issues linked to safeguarding children. The childminder confidently assesses risks both in her home and while on outings.

What does the setting need to do to improve?

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

- strengthen the use of questioning techniques to challenge and extend children's

speaking and thinking skills

- build on the ways in which information about children's learning is shared with other settings that they attend.

Setting details

Unique reference number	254732
Local authority	Nottingham
Inspection number	10114408
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 1999 and lives in Old Basford, Nottingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed her curriculum for the children. She spoke to the children and joined in their play during the inspection.
- The quality of education was assessed. The inspector carried out a joint evaluation of an activity with the childminder. She discussed the impact this had on the children.
- The inspector discussed with the childminder how she assesses the children's learning. She also discussed how the childminder provides for children's individual development.
- The inspector took account of the views of parents through written feedback.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector talked to the childminder about her self-evaluation and professional development. She reviewed evidence of the childminder's suitability and the suitability of all adults who live in the household.

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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