

Childminder report

Inspection date: 15 June 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 show very positive relationships with the childminder. They often check in with the childminder and give her a cuddle for comfort. Children often back up to sit on the childminder's knee when they play alongside her. This shows that they feel safe and secure in the childminder's care. Children begin to learn how to share and take turns. For example, younger children pass the childminder and visitors toy ducks and then take them away again. Children are happy to explore and investigate the toys offered. They are creative when they engage in imaginary play with dolls. Children pretend to wash dolls' faces and clean the dolls' teeth.

The childminder encourages children to take and manage risks in their play. For example, when younger children move from indoors to outdoors, the childminder supports them. She holds on to their hand so they can walk down the steps safely. When children want to climb on apparatus, the childminder is close by and offers support if necessary. Children begin to develop their early understanding of counting and positional language. For example, younger children listen to the childminder when she counts the number of toys ducks they play with in water. She talks to them about the ducks going 'under' a bridge.

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

- The childminder finds out about children's home lives when they first start attending. She uses her curriculum to plan activities to broaden these experiences. For example, she takes children to local parks to engage in physical activities. She takes children to the library to help them to develop a love of books.
- The childminder has found some opportunities to extend her professional development. She completes relevant training courses to develop her understanding of how to promote children's safety. The childminder researches information on the internet to help her to provide a varied range of activities for children. However, she has not identified how to further her knowledge of how children learn and develop. This will help her to support children's development even further.
- The childminder promotes positive behaviour. For example, she claps her hands when younger children listen and follow instructions. This helps to raise their self-esteem and encourages them to show behaviours that will help them with future learning. The childminder praises children when they help to tidy up toys. This encourages them to learn how to care for the environment they play in.
- Overall, the childminder supports children's communication and language skills well. For example, she sings nursery rhymes and uses single words and simple language when she speaks to younger children. She introduces new words for children to learn, such as 'splash' when they play in water. This helps to extend

their understanding and speaking skills. However, children who speak English as an additional language are not supported as effectively. The childminder does not promote their home language in her setting to support their language development.

- The childminder is aware that due to the COVID-19 pandemic, children sometimes struggle to separate from parents when they first start attending. Because of this, she offers four settling-in sessions where children are invited to spend short periods of time with her, away from their parents. This helps children to become familiar with the childminder and her environment, promoting their emotional well-being.
- The childminder offers children a healthy range of meals to promote a healthy diet. She supervises children well when they eat to ensure their safety. The childminder follows good hygiene practices. For example, she makes sure that children have clean hands before they eat.
- Parents are kept informed about their children's development. The childminder shares photos with parents of activities their children have enjoyed. She works with parents to promote consistency in children's learning. For example, children are supported to begin to use cutlery at home and when they are with the childminder.
- Parents say that the childminder is dedicated, understanding, flexible and a cheerful person. They comment that her house has a real family atmosphere and that their children become friends with the childminder's own children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is safe for children to play. She has changed the areas of her garden that children use to promote their safety. For example, she ensures that children who begin to walk do not have access to steep steps. The childminder gives parents information to help them to keep their children safe at home. For example, she gives them leaflets about how to cut up foods to help stop children from choking. The childminder understands her responsibility to safeguard children. She knows where to report concerns about children's welfare and if an allegation is made against herself or her family. This helps to promote children's safety.

What does the setting need to do to improve?

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

- strengthen professional development to help increase knowledge of how to support children's learning and development further
- improve knowledge of how to support language development for children who speak English as an additional language.

Setting details

Unique reference number	2565649
Local authority	Nottinghamshire County Council
Inspection number	10239256
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	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Mansfield Woodhouse, Nottinghamshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documents and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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