

Childminder report

Inspection date:

28 November 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 are happy and content in the company of the kind, caring childminder. They are confident and quick to seek comfort and reassurance from the childminder when they encounter unfamiliar visitors. Babies show they feel safe and secure when they toddle after the childminder as she moves between rooms. From a young age, babies learn to develop their self-care skills. For example, before snack, the childminder encourages babies to have a go at wiping their own hands. Children show a positive attitude to learning. Babies spend a long time at activities of their choosing. For example, they splash and giggle as they explore water with and without bubbles.

Babies show good hand-to-eye coordination as they place one beaker inside another. They are equally happy when they play alone or when they invite the childminder to join their play. As the childminder pats the doll's back, young children copy this and put the doll on their shoulder and rub its back. Babies show they have a love of books. They repeatedly take the same book to the childminder and relish the opportunity to turn the pages and lift the flaps to look at what is underneath. They smile as they reveal a picture.

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

- The childminder is reflective on her practice and knows what she would like to do next. For example, she attends mandatory training, such as paediatric first aid, and she listens to online webinars to support her ongoing professional development.
- The childminder recognises the importance of supporting children with communication and language skills. She models language and introduces songs and rhymes that are reinforced during the day. She introduces new words to enrich children's vocabulary. For example, she encourages children to explore pretend sea creatures and then names them, such as 'lobster' and 'octopus'.
- The childminder knows what she wants children to learn next. She bases this on what they already know and can do. She weaves next steps for learning into activities. However, occasionally, the focus of activities is not age appropriate and is too complex for young children. For example, during a water play activity, the childminder's intention is to teach a one-year-old counting and colours. Nevertheless, babies thoroughly enjoy exploring the pretend fish and use their fine motor skills to pick them up.
- Children have a lot of opportunities to explore the outside environment. They regularly visit the local library to take part in song-and-rhyme sessions. This introduces children to new experiences. The childminder also takes children to local groups and meets with other childminders and their children. They learn to socialise with other children and adults outside of the home.

- The childminder has a positive approach to helping children learn about healthy eating. She encourages children to eat healthy food choices first. The childminder speaks to parents when food choices are not as healthy as they could be. This contributes to children's health and well-being.
- Children have the opportunity to develop their physical skills. Babies hold rattles and explore drums. They shake and bang them excitedly. The childminder takes the children to the park so they can use their large muscles. This ensures children have the opportunity to develop physically in different ways.
- The childminder talks to parents and collects information from them about their children's likes, dislikes and experiences at home. The childminder uses this information to support children to have a broad range of experiences, including activities they might not do at home. For example, at the childminder's setting, they have the opportunity to get messy and explore different sensory materials, such as water, dough and tinsel.
- Children behave well. Babies are familiar with daily routines and react positively when the childminder says it is time for snack. The childminder is a good role model and encourages children from a young age to help with tidy-up routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She understands the types of abuse and how to recognise the signs and symptoms of neglect. The childminder knows who to contact if she has concerns about a child or if she needs advice and guidance. She understands the process to follow should an allegation be made against herself or anyone in her household. The childminder makes regular visual assessments of her home to identify and remove any hazards, to help keep children safe. Resources and equipment are well maintained, and the premises are safe and secure.

What does the setting need to do to improve?

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

- develop a clearer understanding of the age-appropriate skills and knowledge individual children need to learn.

Setting details

Unique reference number	2567163
Local authority	Nottinghamshire County Council
Inspection number	10250840
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Mansfield Woodhouse, Mansfield. She provides care for children from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Sharon Alleary

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 looked around the areas of the setting available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of recent social media reviews of the childminder.
- Relevant documentation was available for inspection, including a relevant paediatric first-aid qualification.

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
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