

Childminder report

Inspection date: 29 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 are excited to explore and investigate in the childminder's welcoming home. They learn the names of unfamiliar fruits and, with encouragement, they taste these, such as mangos. Children show good hand-eye coordination when they use safety knives safely to cut up fruit. The childminder helps children to compare the different foods. For example, she asks them to feel the weight difference between a mango and an orange. Children tell her that the mango is 'heavy'.

Children are creative and use their imagination. They pretend to make the childminder and visitors cakes when they use dough. Children use plastic coloured shapes to construct and build a tower. Others put the shapes to their eyes to look at the world around them in different colours. Children are supported by the childminder to extend their understanding of insects. They learn about the life cycle of a caterpillar and are introduced to new words to extend their vocabulary, such as 'chrysalis'. When children listen to stories, they are reminded to use their 'listening ears' to promote positive behaviour. The stories they hear, help them to develop their understanding of diversity. For example, children listen when the childminder tells them about people who carry fruit in baskets on their heads in other countries.

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

- The childminder supports children's emotional well-being and helps them to feel safe and secure in her care. For example, when children first start attending, she finds out information about their interests from their parents. The childminder uses this information to provide activities she knows children enjoy. Children are invited to attend settling-in sessions to help them to become familiar with the childminder and her home.
- Communication with parents is effective to keep them informed about children's development. Parents say that the childminder is calm and nurturing, which helps children to feel safe, relaxed and confident. The childminder provides parents with advice about continuing children's learning at home, for example to support toilet training. This helps to provide a united approach to helping children achieve.
- The childminder knows children well. She uses her curriculum to broaden children's experiences. For example, she takes children on bus rides to extend their understanding of transport vehicles. The childminder encourages children to develop their social skills. She takes them to toddler groups where they have opportunities to mix with children of a similar age.
- Overall, the childminder supports children's communication and language skills well. She asks children a range of questions, encouraging their thinking skills. When children say words incorrectly, the childminder repeats the words

correctly. This helps them to hear the correct pronunciation. However, during some planned group times, children start to talk at the same time. The childminder does not encourage them to take turns in conversations and to listen to others' views.

- The childminder identifies and makes changes to her practice. This helps her to identify ways to support children's physical skills. She is aware that due to the COVID-19 pandemic, some children did not have many opportunities to engage in physical play. Because of this, she has purchased climbing apparatus. This helps children to develop their balance and coordination. However, the childminder does not always make the best use of training to help raise the quality of education even further.
- The childminder supports children to learn skills that will help them for the future and their eventual move on to school. For example, she encourages them to complete tasks on their own. Children wash their hands prior to eating and use tissues to wipe their nose. Children are invited to find their own resources when they want to create artwork.
- The childminder uses repetitive phrases to help children to understand how to behave positively. For example, she says 'kindness is key' to encourage children to play cooperatively. When children play with toys, she tells them to, 'Choose it, use it and put it away.' This is to encourage them to learn how to care for the toys and environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify any concerns about children's welfare and knows what actions to take in response. This helps to promote children's safety. She ensures that she keeps up to date with a wide range of safeguarding issues. For example, she completes training on child protection and the 'Prevent' duty. The childminder carries out risk assessments to minimise any hazards for children in her home and on outings. She helps children to learn how they can keep themselves safe. For example, she talks to children about road safety, stranger danger and how to evacuate her home safely in the event of a fire.

What does the setting need to do to improve?

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

- strengthen interactions with children during planned activities, to enable them to take turns in conversations and to listen to the views of others
- identify professional development that will help to enhance existing teaching skills and the quality of education further.

Setting details

Unique reference number	2569188
Local authority	Nottinghamshire County Council
Inspection number	10239326
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Cotgrave, Nottingham. She operates all year round from 7.15am until 5pm, Monday to Thursday, 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022