

Childminder report

Inspection date: 21 March 2023

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 and settled with the childminder. The childminder operates her unique provision from a large caravan. Children make independent choices about where they would like to play and navigate the space well. They have free-flow access to the garden and other rooms within the caravan. The childminder knows the children well and has strong bonds with them. She understands children's needs, and children are confident to ask for help when they need it. Children freely choose the activities and resources they want to play with, such as cars and different types of vehicles. They learn to behave well and listen to instructions. Children are becoming increasingly independent at mealtimes.

Children practise their coordination skills as they play basketball in the garden. The childminder teaches them to aim and throw a ball towards a target. Children learn to navigate space safely as they use ride-on toys, such as tricycles. They are encouraged to develop their large-muscle skills as they move around a climbing frame and use a slide. Children practise their small-muscle skills. They carefully peel the back from stickers and enjoy creating art with these. The childminder offers children opportunities to explore their local community, including trips to the woods and attending local toddler groups.

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

- The childminder prioritises communication and language development. She uses every occasion to introduce new vocabulary to children. For example, as children choose from a selection of animal stickers for a craft activity, the childminder takes the time to help them identify and name each animal. When children pronounce words incorrectly, the childminder delicately repeats the word using the correct sounds. The childminder sings familiar songs and reads stories with the children. This supports children to make progress with their spoken language.
- The childminder supports children to become independent at mealtimes. Children confidently peel their own oranges and use drinking cups. However, the childminder does not always promote independence at other times. For example, when preparing to go outside to play in the garden, she is quick to put children's coats and wellies on for them. This does not help children learn how to do things for themselves and be prepared for their next stage of learning.
- The childminder knows the children well. She uses her curriculum to build on what children already know and can do. The childminder recognises the impact that the COVID-19 pandemic had on the children and their social development. She helps children develop their social skills and interact with others easily in preparation for going to school. To facilitate this, she frequently attends local toddler groups. She also has a large network of local childminders who organise

events to help children develop a wider group of friends.

- The childminder promotes children's safety and encourages them to remove potential risks. For example, she teaches children to ensure that toys have been removed from the bottom of the slide before using it. However, the childminder does not always explain why this is necessary and the impact that some hazards could have. This limits children's understanding and abilities to keep themselves safe as they do not understand why items or activities may pose a risk to their safety.
- The childminder has developed strong parent partnerships. Parents express their high levels of satisfaction with the care their children receive. The childminder communicates with them daily and sends photographs of activities children have been doing. She also helps parents with ideas to support children's learning and development at home. This helps children to make consistent progress.
- The childminder reflects on her practice and the experiences she offers to children. She is proactive in seeking and completing relevant training courses to help develop her professional knowledge and practice. As a result, the childminder has a very secure understanding of child development. This means she quickly identifies when children are at risk of falling behind and puts strategies in place to ensure that all children have the best possible opportunities to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures and keeps up to date with current safeguarding information. She knows the signs that may indicate a child is at risk of harm. The childminder has a secure knowledge of how to make a referral to the local authority, for example in the event she has concerns about a child or an allegation is made against herself or her family. The childminder attends regular training to keep her safeguarding knowledge current, including issues such as the 'Prevent' duty. The childminder carries out risk assessments to ensure the children are safe. She ensures that her home and garden are free from hazards.

What does the setting need to do to improve?

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

- promote children's independence further by encouraging them to do more things for themselves
- provide children with explanations to help their understanding of potential hazards, so that they learn to assess risk and keep themselves safe.

Setting details

Unique reference number	258350
Local authority	Nottingham
Inspection number	10276305
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 July 2017

Information about this early years setting

The childminder registered in 2001 and lives in Clifton, Nottingham. She operates all year round, from 6am until 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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

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