

Childminder report

Inspection date:

16 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children show positive relationships with the childminder. They greet her with a smile and a cuddle at the end of their school day. Children keep themselves busy in the car journey from school to the childminder's house. They behave well and take turns to look at books. The childminder provides a calm home, where children demonstrate a sense of belonging. When children arrive, they show that they feel safe and secure. Children follow a routine such as to take off their shoes and coats and to put their bags in allocated spaces.

Children with special educational needs and/or disabilities (SEND) are supported very well with their care and emotional needs. They benefit from a culture of respect and an appreciation for their differing needs and abilities. For example, children wait patiently when the childminder erects specialist equipment for individual children. Children are excited to play with toys and resources that are offered. They show excitement and concentrate when they use scoops and bowls to pour and scoop rice into containers. Children show their imagination when they tell visitors that they are making pizzas and cakes with the rice. They develop their imaginary play further when they choose to play with pretend army figures and equipment. Children talk confidently and share their knowledge of army vehicles with visitors.

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

- The childminder finds out what children are learning during their day at school and complements the experiences they receive. For example, when children develop their understanding of Remembrance Day at school, the childminder offers them baking activities to decorate biscuits to look like poppies.
- Children are keen to take part in activities planned by the childminder. They are encouraged to think and solve problems when they decorate biscuits. When the childminder asks children what she needs to add to icing sugar to make it a liquid, children confidently reply 'water'. However, during some planned activities, the childminder does not fully provide opportunities for children to extend their abilities to complete tasks on their own.
- The childminder extends her professional development. She has completed forest school level 3 training. This helps her to provide opportunities for children to develop their confidence and well-being when she takes them to local woodland. Children have opportunities to make bird feeders, to build dens and make mud pies.
- Children's views and thoughts are respected by the childminder. One example of this is when she asks them which song they would like to listen to. Children choose what they want and join in singing favourite songs.

- The childminder gathers the views of parents to help her reflect on her practice. She makes changes to toys and resources that are offered. This helps children to be engaged, focused and motivated in their play.
- The childminder works closely in partnership with parents. When children first start attending, she gathers pertinent information from parents about their children's individual needs. This is particularly beneficial for children with SEND. The childminder talks to parents about their children's care daily when they are collected. The childminder passes messages to parents from school teachers. This contributes to a united approach to supporting children's care.
- Parents are highly complimentary about the childminder. They value that she understands each child individually, developing a bespoke and differentiated approach to their care. Parents appreciate the support they receive from the childminder to meet their children's emotional needs at home, such as to manage their behaviour.
- Children are supported to understand the importance of cleaning their teeth to promote oral hygiene. For example, the childminder provides each child with a toothbrush and encourages them to clean their teeth after breakfast and evening snacks. Children say that they clean their teeth to 'keep them nice and shiny and clean'.
- The childminder encourages positive behaviour. Children are encouraged to take part in developing their own rules and boundaries, such as to sit on chairs, to share and to use 'kind hands'.
- The childminder helps children to understand their own emotions and feelings. For example, if children are upset or angry, she helps them to understand how they are feeling and strategies they can use to calm themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe environment. She ensures that her front door is securely fastened. This helps to prevent other people from having access to children. The childminder has completed paediatric first-aid training. She has a first-aid box in her home. This gives her the knowledge and equipment to meet a child's minor medical emergency. The childminder understands how to identify if children are at risk of harm, abuse or radicalisation. She knows where to report concerns about children's safety. Furthermore, she knows the procedure to follow if allegations of abuse are made against herself.

Setting details

Unique reference number	2585027
Local authority	Nottinghamshire County Council
Inspection number	10249115
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	4 to 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Nottingham. She provides before- and after-school care from Monday to Friday during term time. Sessions are from 7.30am until 9am and from 3.30pm until 6pm. The childminder provides care for children during the school holidays from Monday to Friday from 8am until 5pm. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 inspector completed a learning walk of the areas of the home used for minding children.
- The inspector went with the childminder to collect children from school.
- The inspector observed activities and the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with the childminder. She reviewed a sample of documentation, such as policies and procedures.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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