

Childminder report

Inspection date: 5 January 2023

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 choose where they want to play and move freely between the childminding cabin and the garden. No matter the weather, the children spend much of their time playing outside, being active in the fresh air. Children are learning to be independent and show a can-do attitude. The childminder reminds them that they need to wrap up warm when playing in the garden. She supports and encourages them to put on their own coats, hats, and shoes. Praising them for their efforts to do so.

Children are learning how to manage risks. The childminder reminds children to hold onto the handrail as they walk down the stairs. If they are not feeling confident, she lets them choose to come down the stairs on their bottom, slowly and safely shuffling down each step in turn. Children develop their imagination as they play with small-world farm animals. They name the different types of animals on the farm and pretend to feed them. When children struggle to share toys the childminder is quick to step in to support them to do so. Helping them recognise the impact that their behaviour has on others and why they need to be kind to their friends.

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

- The childminder's curriculum places a strong focus on developing children's personal, social and emotional development. The childminder recognises the impact that the COVID-19 pandemic has had on the children's first few years of life. Parents praise the childminder. They comment that despite their child not previously being left with any other adults and not socialising with other children, they quickly settled into her care. That their child has grown in confidence and developed their social skills and made friends with other children.
- The childminder knows the children in her care well. She uses information gained from parents and from her observations and assessments of children to identify their interests. The childminder plans activities that she knows children will enjoy. However, the childminder does not consistently plan next steps for individual children's development, which support them to build on the skills and knowledge that they have already acquired.
- Overall, children's communication and language skills are well promoted. When playing and interacting with children, the childminder sits at their level and gives them eye contact. As they play, the childminder introduces new words and vocabulary. She asks the children open-ended questions and responds to what they are telling her. The childminder engages children in deep conversations about things that interest them. However, the childminder has not fully considered how to support children who speak English as an additional language

to use their home language within the setting.

- The childminder helps children develop their understanding of hygiene and healthy lifestyles through daily routines. Children wash their hands before eating and after using the bathroom. They enjoy eating a range of freshly prepared meals and are happy to try the fruit and vegetables on offer. The childminder is aware of children's dietary needs and ensures that the food she provides for children is safe and suitable for them to eat.
- The childminder works well as part of a team with another childminder and her assistant. They reflect on what is working well at the setting and identify areas where they may need to improve or develop aspects of their service. For example, in order to further promote children's independence and self-care they have identified that they should invest in having a portable sink in the play cabin. This will mean that children can easily access the sink to wash their hands, without having to be taken into the main house.
- The childminder recognises that some children struggle to regulate their emotions. She speaks to children with respect and encourages them to express how they are feeling, helping them to talk about the things that make them happy, sad, frustrated and cross. Children know and understand the rules that are in place at the setting and are learning to show respect and be kind to their friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She is able to identify the signs and symptoms that could indicate that a child is at risk of harm. The childminder knows what action to take should she have any concerns about a child's welfare. She understands the importance of taking prompt action to protect children. This includes referring concerns to other professionals. The childminder closely supervises children at all times. While walking to and from school, she supports children to learn how to stay safe when walking at the side of the road and talks to them about looking both ways before crossing a road.

What does the setting need to do to improve?

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

- make better use of the assessments of individual children's development to plan activities that support children to build on what they already know and can do
- support children to use their home language during every day play and learning.

Setting details

Unique reference number	2599215
Local authority	Nottingham
Inspection number	10262787
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	0 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020, she works from another childminder's home address in Nottingham. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder works with another childminder.

Information about this inspection

Inspector

Teresa Lester

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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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 2023