

Childminder report

Inspection date: 19 October 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

The childminder and her assistants form strong attachments with the children. This supports children to feel safe and secure. Children move confidently and freely around the open spaces, both inside and outside. They explore happily, make choices about their play and benefit from the regular fresh air and exercise. The childminder and her assistants have created an adaptable play environment that supports all children to develop a love for learning. They know the children in their care well and this allows them to tailor the curriculum to each child's individual needs and interests. Children are kind to each other and invite their friends to share the cars as they play with the garage.

Children learn about the importance of healthy lifestyles. They participate in activities that help them to learn about the importance of brushing their teeth. Children have good opportunities to develop their physical skills. For instance, they routinely visit the parks and use climbing equipment and ride-on toys. They engage in interesting activities that help to develop their hand-to-eye coordination, such as painting pumpkins. Children learn about other people outside of their own communities. For instance, they dress up as doctors and use stethoscopes to check the baby dolls are healthy.

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

- The childminder and her assistants have a good knowledge of the children they care for. They gather information from parents when children start at the setting to help children settle. The childminder and her assistants make regular observations of children's achievements and engagement in planned activities and children's chosen play. They use their observations to identify what children know and what they need to learn next, to help them plan a curriculum that promotes children's progress.
- The childminder and her assistants hold conversations with children while they play. They model language for children to hear to support their language and communication skills. For example, as children play with dolls, the childminder talks to them about how they might feed, change and care for the dolls. The childminder speaks clearly, so that children can hear how to pronounce words and form sentences correctly. However, children are not given sufficient opportunities to use the language they are hearing in the context of their play.
- The childminder and her assistants use trips into the local environment to support children's learning and to encourage the children to investigate and explore new opportunities. For example, children are taken to pick their own pumpkins, which they take back to the setting to inspect. Children look at the colours of the pumpkins and talk about how they have grown. However, the childminder and her assistants do not consistently build on children's interest in

mathematics as they play. For example, they do not explore children's interest in the size of the pumpkins to extend children's mathematical skills further.

- The childminder helps children to foster healthy lifestyles. She provides them with healthy snacks, including new fruit for them to try. The childminder and her assistants extend children's knowledge and understanding of healthy foods as they talk to them about fruits they enjoy.
- The childminder and her assistants consistently offer children praise and encouragement, so they become confident to try new experiences and persevere with difficult tasks. For example, when a child succeeds in cutting up their own banana for snack, the childminder tells them how sensibly they used the safety knife.
- Partnerships with parents are good. Parents are grateful for the nurturing care their children receive from the childminder and her assistants. They can see the progress their children are making in their learning. Parents talk about how much their children love attending and they appreciate the varied outings their children are taken on.
- The childminder and her assistants value their professional development and reflect on how they can improve the provision. They access a range of professional development opportunities to improve their practice. For example, they have completed training to support how they plan the environment to ensure children can lead their own play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of their role and responsibilities to keep children safe from harm. The childminder is aware of how to correctly report concerns about the welfare of children. The childminder understands how to correctly report allegations made against herself, her assistants, or any other adult in her household. The childminder and her assistants are trained in paediatric first aid and ensure this is kept up to date. The childminder and her assistants support children's safety, when out of the setting on trips, by giving children high-visibility vests to wear.

What does the setting need to do to improve?

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

- support children to use vocabulary they are familiar with and new words they have learned to communicate with others in the context of their play
- enhance interactions to provide children with more opportunities to learn and practise using mathematical language in everyday play activities.

Setting details

Unique reference number	2599790
Local authority	Nottinghamshire County Council
Inspection number	10300939
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 7
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Selston, Nottinghamshire. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. The childminder works with three assistants at different times during the week. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children, the childminder and her assistants. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder, her assistants and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder, her assistants and other household members, and a sample of policies.

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