

Childminder report

Inspection date:

23 January 2023

**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

The children are eager to enter the childminder's home on arrival and quickly say goodbye to their parents. They smile and wave to their parents as they are warmly greeted by the childminder. The childminder supports children to develop a sense of self and encourages children to share their views. For example, she asks children about their weekends and what they have been doing. The childminder encourages children to talk about their favourite foods and what fruits and vegetables they like and dislike. Children respond and share they do not like peppers, but their favourite fruit is strawberries.

Children understand what is expected of them and behave well. The childminder reminds children of the routine and tells them what is happening next. For example, children are told when they have five minutes left to play before they need to get their shoes on ready for the journey to school. Children respect one another and work together. They take turns and share the rules of a game, enabling younger children to have their turn first. Children have fun and giggle frequently. They are proud when they achieve. For example, they call 'yes' as they win the game.

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

- Children are involved in the planning of activities and the range of resources that are offered. The childminder uses the children's interests and ideas to set up activities for them to be involved with. This enables children to choose what they want to play with.
- The childminder builds positive relationships with the children and their families. She is genuinely interested in what children are doing and engages well with them. For example, as children choose games to play, the childminder gets down on the floor with them, and the children tell her what she needs to do.
- Children are confident and state they have fun at the childminder's. They tell visitors about their favourite activities and experiences. For example, children state they enjoy making friends. They like playing football and joining in board games. Children enjoy being imaginative and making up games. They say their favourite game is to pretend to be families. They also enjoy making up dances and choreographing their own moves to show the childminder.
- Children develop their independence. The childminder places items out on the table ready for breakfast. Children serve themselves, tipping cereal and milk into their bowls. They feed themselves and place their bowls in the sink when they have finished. When asked by the childminder, children gather their belongings together. They put their coats and shoes on, supported by the childminder.
- The childminder supports children's knowledge as she helps them understand

their misconceptions. For example, as children play a food-matching game, they turn over pictures of different fruits and vegetables. Children recognise a red onion as a radish. The childminder corrects the children and explains it is red onion. She talks about the differences to support children's understanding. When children turn over a picture of a red onion, they correctly name it and try to find a pair.

- Children have access to physical experiences. For example, children freely access the outdoor space. They kick balls into goals and throw them through basketball hoops. Children enjoy playing on the trampoline.
- Parents share their positive views of the childminder. They say she communicates well and shares information as necessary about their children's day, as well as sharing any messages from schools. Parents state their children are happy. They add that the childminder is flexible to their needs and supports them as a family.
- The childminder attends training to improve her knowledge of how to support children's behaviours. She reviews her skills and knowledge and reflects on the children's individual needs. She uses her reflections to plan her ongoing professional development. For example, she attends briefings with other childminders to develop her activity ideas further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms of abuse. She attends safeguarding training, which supports her to develop her knowledge of safeguarding concerns, such as children being drawn into crime or radicalised. The childminder is confident to make appropriate referrals to relevant agencies to support families and their children. She has attended first-aid training. This helps her to respond to accidents or injuries appropriately. The childminder ensures the environment is safe, both inside and outside, through ongoing risk assessments. The childminder ensures the suitability of the members of her household.

Setting details

Unique reference number	2603241
Local authority	Nottinghamshire County Council
Inspection number	10262972
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	5 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bingham, Nottinghamshire. She operates from 8am to 9am and 3.20pm to 6pm, Monday to Friday, term time only. The childminder holds an appropriate early years qualification at level 3. She registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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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