

Childminder report

Inspection date: 30 March 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 show that they are happy in the childminder's care. They laugh with the childminder and their peers when they play peekaboo. Younger children show excitement in anticipation of peering from behind a curtain for the childminder to see them. Children play cooperatively together and share the toys and resources they play with. For example, they choose brushes and sponges and take turns using paint outdoors to make pictures.

Children are supported by the childminder to develop their speaking skills. For example, she sings nursery and action rhymes with children. Children are introduced to new words to help extend their vocabulary, such as 'cocoon'. Children have opportunities to listen to and develop a love of stories when the childminder reads to them. She leaves off the end of sentences for older children to finish. This helps them to take part in telling the story. The childminder helps children learn about opposites, such as understanding the opposite of daytime, happiness and sunshine. Children visit playgroups with the childminder. This helps build their confidence in social situations and enables them to mix with children who they will move on to school with.

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

- The childminder uses her curriculum to help children make connections in their learning. For example, after she reads the children a story about a hungry caterpillar eating different fruits, the childminder offers the children the same fruits in the order they are in the book. This helps children to remember the story and promotes healthy eating.
- The childminder encourages children to complete tasks on their own, helping them to learn skills for the future. Children use a step to reach the sink to wash their hands to promote good hand-hygiene routines. They use safety knives safely to cut up fruit at snack time. The childminder asks older children to put on their shoes before they play in the garden. Younger children carry their shoes to an allocated space when they take them off.
- Children are keen to join activities the childminder plans for them. For example, older children have opportunities to identify different colours. However, occasionally, during these times, the childminder focuses her attention on supporting the older children. This results in younger children's learning needs not being met as precisely.
- The childminder extends her professional development. Recent training helps to extend her knowledge of how to support children's mathematical skills. For example, she encourages older children to identify a given number of objects. The childminder attends webinars to help extend her knowledge of how to promote children's safety.

- The childminder gives children plenty of praise for their achievements and being kind. For example, she says 'good sharing' when older children give younger children a toy car to play with. This helps to encourage children to behave positively.
- Children show an understanding of daily routines. They get very excited when the childminder tells them it is snack time and when they can play in the garden. However, during some of these daily routines, children's learning is not as well supported. For example, when the childminder changes children's nappies, she does not use this one-to-one time to build on what children already know and can do.
- Before children attend, the childminder finds out about children's interests from parents. When children attend settling-in sessions, she ensures that they can play with familiar toys that reflect their interests, such as toy cars. This helps children to settle and promotes their emotional well-being.
- The childminder shares information with parents about children's achievements and what they need to learn next. She finds out what children are learning at home and complements this to help enhance children's experiences. For example, at home, when younger children begin to say the sounds that different animals make, the childminder takes children to see real-life animals on a farm. This close partnership working with parents helps children to progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home. Doors and gates are securely locked or bolted to stop unauthorised people from having access to children. When children sleep, the childminder can always see and hear them. The childminder supervises children well when they eat. She has a current paediatric first-aid qualification in place. This gives her the knowledge to treat a child's minor medical incident. The childminder shows a good understanding of how to identify if children are exposed to extreme views or at risk of harm. She knows where to report concerns she may have regarding children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen the implementation of group activities to meet the learning needs of younger children more precisely
- use one-to-one times during daily routines more effectively to build on children's learning.

Setting details

Unique reference number	2606157
Local authority	Nottinghamshire County Council
Inspection number	10263591
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Gedling, Nottingham. She operates all year round, from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- 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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