

# Childminder report

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Inspection date: 21 April 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are happy, motivated and eager to learn. They have a clear love for outdoor learning and are curious about nature, which is nurtured by the childminder. Children excitedly talk to the inspector about the seeds they have planted in the garden. They tell the childminder: 'It is raining so I bet our seeds have grown'. Children independently put on their all-in-one rain suit, and when difficulty occurs they say 'we are trying hard, but need a little help please'. They have formed a great relationship with the childminder and know that she is there to help them when they need support. Children display the characteristics of resilience, perseverance and are very polite. They are becoming extremely independent, and older children are gaining the skills needed for their move on to school.

Children are encouraged to follow their own interests as the childminder extends their learning in all areas through her quality interactions during play. They develop great communication and language skills as the childminder uses a balance of commentary and questions to encourage children to practise using new vocabulary. Younger children who are beginning to use language are praised and encouraged. They make sounds and copy the rhythm of the childminder's voice when she uses repeated words.

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

- Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interests and inspire their learning. Children demonstrate motivation to learn as they explore magnetic shapes. They develop early mathematical concepts as they make their own structures. They describe their spaceship as 'taller than me, even taller than you'. The childminder extends their understanding of shapes as she describes the top of the spaceship as a pyramid and makes her own cube.
- The childminder plans a curriculum that is exciting, with a strong emphasis on understanding the world. Activities are varied and provide children with hands-on experience of the world. For example, they visit the local parks, library and shops. The children were excited to tell the inspector they were going litter picking with the local school in the afternoon. This helps children to learn about their community and care for their environment.
- Older children are confident and curious learners. They demonstrate a positive attitude to learning, eagerly taking part in group activities. For example, they play a simple board game together or plant their own cress seeds in an empty egg box. They follow instructions and wait their turn. However, at times, the childminder becomes so engrossed in direct teaching that she does not allow children the time to explore their ideas further and learn from making mistakes.

This would help them to develop their critical thinking and problem-solving skills even further.

- Parents report how pleased they are with the progress children make. They comment on the kindness shown to children and that they 'thrive' in the care of the childminder. Parents explain how quickly the childminder responds to children's interests and how they love that their children get to explore their local community and spend significant amounts of time outside.
- Children's early literacy skills are developed well. Children demonstrate their mark-making skills and control as they proudly show off their picture that they have written their name on. They enjoy choosing books for the childminder to read and even the youngest of children handle these with great care. The childminder ensures a balance of fact and fictional books are of easy access to children. The childminder reads them a book about worms and they gather around and listen avidly, fascinated by her explanation. They are excited to share the fact that worms have five hearts in their head.
- Children learn to be independent in preparation for school. They have ample opportunities to do things for themselves, such as put on their boots, pour their own milk for cereal at breakfast and prepare their lunch alongside the childminder. Children have well-developed, self-help skills and a good understanding of healthy practice. The childminder speaks to children with respect and values their ideas, which encourages them to do the same to others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She understands the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about her practice. The childminder understands wider areas of safeguarding. She can talk with confidence about what she would do in a range of scenarios. Children are well supervised. The home is regularly risk assessed and maintained to a high standard. The childminder has good procedures in place to help keep children safe while on outings and in case of an emergency.

## What does the setting need to do to improve?

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

- allow children more time and extend opportunities for them to explore and develop ideas for themselves to enhance their critical thinking and problem-solving skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2606419                                                                           |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10263692                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder was registered in 2020 and lives in Eastwood, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except family holidays. She holds a relevant level 3 childcare qualification.

## Information about this inspection

### Inspector

Carly Polak

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her house and discussed how she used both the inside and the garden to implement her curriculum.
- Children spoke to the inspector throughout the inspection and discussed what their favourite things to do were.
- The inspector observed the interactions between the childminder and children, including interactions during an adult-led activity.
- The childminder discussed her practice and procedures and showed the inspector the relevant documentation, such as safeguarding policies and first-aid certificates.
- The inspector spoke to parents and read written feedback that was taken by the childminder in a survey and 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  
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