

Childminder report

Inspection date: 20 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 have positive relationships with the childminder and their peers. They show excitement to greet other children who arrive at the childminder's home. If children are reluctant to leave their parents, the childminder distracts them. For example, she asks the children to look at the toy eggs she has displayed. This encourages children to happily separate from their parents and promotes their emotional well-being effectively. Children are reminded of the childminder's rules and boundaries in her home, such as using 'kind hands', 'walking feet' and 'indoor voices'. This helps children to understand what is expected of them.

Children are physically active. They move their bodies in different ways when they make up games. For instance, children sit on blankets and scarves on the floor and use their bodies to move themselves around. In the garden, children show strength in their arms when they use a pump to transfer water from one container to another. The childminder encourages children to develop a love of books. When she reads them stories, she asks children to lift flaps on the pages. This helps to maintain children's attention and encourages them to listen. Children show their imagination and are creative when they use play dough. They pretend to make biscuits and talk about the dough being soft.

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

- The childminder supports children's communication and language skills well. For example, she sings nursery rhymes with children to support their speaking skills. When children say words incorrectly, she repeats them so that they hear the correct pronunciation.
- The childminder uses her observations and assessments of children's development to help her to identify how to support children's progress. She also uses this information to help close gaps in their learning. One area of focus is to support children's mathematical skills. For example, children have opportunities to count how many pieces of cutlery they need when they make play dough. They learn words that describe quantity, such as 'full' and 'empty'.
- Children's emotional well-being is supported by the childminder. When children first start attending, the childminder invites all children and their families into her home at the same time. This provides children with opportunities to mix and make friends with other children and helps them to become familiar with the childminder and her home.
- The childminder models using good manners, which encourages children to be polite. She praises children, for example by saying 'beautiful manners', when they copy her and say 'please' and 'thank you'. However, occasionally, when children become upset and struggle to share, the childminder does not support them to understand why they feel this way and how others may feel, to help

them to learn about emotions.

- The childminder offers children experiences that they may not receive elsewhere. For example, children have frequent opportunities to engage in messy play activities. In the garden, children explore and investigate water. They turn funnels upside down and blow through them, making bubbles in the water. Indoors, children develop the strength in their fingers when they use their hands to mix flour, oil and water to make play dough.
- The childminder provides a healthy range of meals and drinks. However, she does not consistently remind children to wash their hands before they eat. This means that children are not routinely learning about handwashing and the importance of good hygiene practices to help prevent the spread of infection.
- Parents comment positively about the childminder. They say that she is kind, patient and offers children a nurturing learning environment. The childminder shares information with parents about their children's care and learning. She supports parents to continue their children's learning at home, such as how to develop children's confidence. This close partnership working helps to support children to progress in their development.
- The childminder extends her professional development. She attends webinars and speaks to other professionals. This helps her to develop her knowledge of childcare and how to support children to be more independent. For example, the childminder encourages older children to dress themselves in waterproof suits before they play outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She can identify if a child is at risk of harm, neglect or being exposed to extreme views. The childminder knows where to report concerns about children's welfare or safety. She carries out safety checks in her home. This helps her to identify and remove any hazards. For example, the childminder does not allow children to use her rear garden in the winter due to boggy ground. Instead, she takes children into her front garden, which is more suitable for them. The childminder uses safety equipment, such as age-appropriate chairs, when children sit around a table at snack time.

What does the setting need to do to improve?

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

- help children to understand their own and others' feelings and emotions
- provide consistent opportunities for children to learn ways to keep themselves healthy, particularly in regard to handwashing and preventing the spread of infection.

Setting details

Unique reference number	2619533
Local authority	Nottinghamshire County Council
Inspection number	10276064
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in North Leverton, Nottinghamshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector
Hayley Ruane

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 setting.
- The childminder and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact 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 and evidence of the suitability of persons living in the household.
- 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.

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