

Childminder report

Inspection date: 8 June 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 they feel safe with the childminder. They approach her for cuddles, which are warmly given. Children laugh as they play, taking obvious delight when the childminder plays alongside them. Children benefit from a dedicated, stimulating playroom. They have free access to a good variety of age-appropriate resources. For example, children develop an understanding of the world when they play with toy safari animals. This follows the children's interest in animals after they visited a local farm with the childminder. Children happily explore the environment and make independent choices about what to play with. Young children are keen to try things for themselves. For example, they watch and then copy as the childminder models how to play with toys to create noise.

Children develop the small muscles in their hands well. The childminder provides a range of mark-making tools for children to experiment with in her home. The children love to make lines with chalk on a blackboard, and they use a pretend knife when they play with dough. Children make good progress in their physical skills. The childminder provides resources such as push walkers for children to practise their walking. Children behave well. They have high levels of confidence and interact sociably with visitors. The childminder is a positive role model who provides children with plenty of praise and encouragement as they play.

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

- The childminder shows a good commitment to improving the quality of her provision. She accesses regular training to help to improve her skills. For example, from a course on communication, she learned the importance of simplifying the words she uses with children to improve their speaking skills.
- The childminder supports children's communication and literacy skills from an early age. Children develop a love of books, which are available to access all around them. Older babies choose a nursery rhyme book and hand it to the childminder. They clearly say 'round and round', which the childminder skilfully recognises as a rhyme and sings it with the children.
- The childminder has an effective system in place to monitor children's learning. She gathers information about children's abilities before they start so that she can put in place plans to support their individual development. She then continues to use frequent monitoring to review children's development. However, the childminder has not fully established partnerships with other early years settings that children attend, to share children's next steps and provide continuity in their learning.
- The childminder has a secure understanding of how children learn. She knows which skills are important for children to develop and uses this knowledge to plan an appropriate curriculum. Younger children, for example, learn to develop

their speech for communication. These skills support children to move on to the next stage in their education.

- The childminder talks to children as she plays with them. She describes what she can see them doing and introduces new words in a meaningful context. For example, the childminder says 'push it down' as children use cutters with play dough. Babies repeat the word 'down'. This helps to support children's growing understanding of language.
- Children take turns and share resources with the childminder. They begin to have a good understanding of the childminder's expectations. For example, when they throw toys, the childminder gently reminds them not to do this.
- Children engage in activities for long lengths of time. Even the youngest children demonstrate an impressive ability to concentrate on activities. The childminder is in tune with the children. She knows when to interact with them and when to allow them to play independently. This helps children to develop a positive attitude to learning.
- The childminder ensures that children have a healthy lifestyle and she takes them out in the fresh air daily. Children enjoy outings that help to build on their wider understanding of the community around them. For example, the childminder takes children to regular gymnastics classes to further their physical development. Furthermore, the childminder takes them to visit local farms to learn about animals and to stay-and-play sessions to meet and socialise with other children.
- The childminder keeps parents informed about what their children are learning, the progress they make and what they need to learn next. Feedback from parents is complimentary. They comment that their children are delighted to come to the childminder's house.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She accesses regular safeguarding training to keep her knowledge current. The childminder knows the signs of possible abuse and understands the procedure to follow if she has any concerns about a child's welfare. The childminder understands the action to take if an allegation is made against her or a member of her household. The childminder ensures that anyone over the age of 16 in her household undergoes suitability checks. Children play in a clean and well-maintained environment. The childminder's house is safe and she carries out risk assessments to reduce hazards to children.

What does the setting need to do to improve?

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

- strengthen partnership working with other early years settings that the children attend, to share information about their next steps and provide a more consistent approach to their learning.

Setting details

Unique reference number	2623640
Local authority	Nottinghamshire County Council
Inspection number	10286025
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Huthwaite, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
Sharon Alleary

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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder indoors and spoke with them at appropriate times during the inspection.
- The inspector considered completed questionnaires from parents.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and a paediatric first-aid qualification.

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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