

Childminder report

Inspection date:

7 November 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 childminder has a welcoming and inviting home. Children arrive after school full of enthusiasm and excitement. They are encouraged to make their own choices. Some children are keen to carry on with activities that they started in the morning, whereas others prefer to join in with new activities. The childminder plans and provides a wide range of stimulating activities which engage children and support them to develop their creative ideas. For example, children confidently express that they would like to do a painting activity and select the resources and tools they want to use. The childminder skilfully creates an atmosphere where children enjoy playing and interacting with one another. This helps children to form secure relationships.

The childminder organises her home effectively to meet the different needs of the children. Children have access to a secure garden if they want to play outside and engage in physical games. There are comfortable sofas in the lounge if children need to rest and relax after a busy day at school. Generally, children prefer playing together and they have fun planning their games. Older children are quick to offer assistance to younger children if they see that they need help. Children demonstrate that they feel happy and settled in the childminder's care.

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

- The childminder is committed to providing a high-quality childminding service for children and families. She carefully considers her own training needs. She frequently completes online courses to further develop and increase her knowledge and awareness of relevant issues. The childminder has undertaken a comprehensive range of child protection courses, which help her to fully understand her responsibility to safeguard children and promote their well-being effectively.
- Children know the routines well. After school, they take off their shoes, hang up their coats and belongings and go to wash their hands before snack time. Children delight in helping the childminder to set the table. Children develop their social skills as they engage in lively conversation and share their news at the end of the day. The childminder supports children's communication skills by asking questions and taking an interest in what they say.
- Children are well behaved and treat one another with kindness and respect. Older children help younger friends to take off their coats and shoes. Children clearly enjoy playing and interacting together. They share toys and play equipment and have immense fun building models with construction sets.
- The childminder strives to develop strong partnerships with parents and other settings. She has developed a wealth of useful information about her practice

and childminding service for parents. This helps them to gain a secure understanding of how the childminder ensures children are kept safe and how she supports all children to further develop their skills. Information is regularly shared with local nurseries to ensure younger children make good progress.

- The childminder knows the children well. She understands their individual interests and stages of development. She provides activities that children enjoy and are keen to participate in. Children enthusiastically mix paints to create poppy pictures. They have fun using sliced apples to print with and explore different effects using brushes and their hands.
- The childminder gives very good attention to promoting children's language and communication skills through a range of play experiences. Children delight in putting on plays using the puppet theatre. They enjoy reading familiar stories and using small-world toys to extend their understanding of the text. They create their own imaginative stories when building models. Children demonstrate that they are confident communicators.
- The childminder skilfully promotes children's self-esteem. She listens carefully to their ideas and provides activities to support their suggestions. For example, when older children express they would like to put on a play, she provides them with paper and pencils to help them record their ideas for the different characters. This helps children to feel fully involved in planning and creating their own play experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge and understanding of safeguarding concerns, including signs that may indicate that a child is at risk of harm. She knows the procedures to follow if she has concerns about a child, or in the event an allegation is made. The childminder has appropriate safety equipment in place within her home, such as a fire blanket in the kitchen. She ensures that her first-aid box is always readily available in the event of an accident, including when taking children on outings. This helps to ensure the health and safety of children.

Setting details

Unique reference number	2629669
Local authority	Nottinghamshire County Council
Inspection number	10289098
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	2 to 9
Total number of places	4
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 Shireoaks, near Worksop, Nottinghamshire. She operates before school, Monday to Friday, from 7.30am to 8.45am and after school on Monday to Thursday, from 3.15pm to 6pm. She operates all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Kate Scheel

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 viewed the areas of the property used for childminding.
- The childminder spoke to the inspector about how she organises her time with the children and the aims of the activities that she provides.
- The inspector observed the childminder's interactions with the children and assessed the impact on children's development.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- Parents shared their views of the childminder's service with the inspector.

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
M1 2WD

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