

Childminder report

Inspection date: 6 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 develop positive and trusting relationships with the childminder and her assistant. The childminder and her assistant's calm, attentive and caring approach contributes to children feeling safe and secure. Older babies reach out their arms for comfort and reassurance when needed, for example, when they take a minor fall. Their needs are quickly met by the childminder.

The childminder has a well-planned curriculum. She focuses on supporting children's social skills to enable them to grow into well-rounded people. The childminder and her assistant support children to be kind and respectful towards each other. During activities, they encourage children to share and take turns. Children consistently and spontaneously use good manners. The childminder and her assistant reward them with much praise, helping to raise children's self-esteem.

Children have free-choice access to a variety of resources. The childminder and her assistant contribute to children being confident explorers as they play alongside them. Children show an interest as they make sounds with musical instruments. Older toddlers relax in the snug area and look at a book. Pre-school children show superb recall and language skills as they remember the names of all the toy cars such as Lamborghini and Porsche. Furthermore, children thoroughly enjoy dressing up as superheroes or using their imagination with the small-world superhero figures. The assistant challenges children to name their favourite small-world characters.

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

- The childminder and her assistant have a consistent approach to each child's learning and development. They have good links with other early years settings that children attend. They speak to staff when they drop off and pick up children.
- Overall, children's communication and language are supported well. The childminder and her assistant introduce words during play and repeat the words that children say. They comment on what children are doing and ask simple questions such as 'What does it feel like?' and 'What colour is it?' However, the questions can come too quickly, and the childminder and her assistant do not always give children time to think of an answer and respond.
- The childminder offers a sequenced curriculum that she bases on children's interests. She makes good use of ongoing assessments of children's learning to plan for the next steps in their learning. The childminder has a clear goal for what she wants children to learn and supports them to move on to their next stage of development. She offers a range of activities that motivates children to play and explore. For example, children thoroughly enjoy exploring different

media and materials when they make cupcakes with play dough.

- The childminder and her assistant encourage children to try and do things for themselves. Children develop a can-do attitude from an early age. For example, the childminder and her assistant encourage children to find their shoes and attempt to put them on, in readiness for outdoor play. For those who need support, the childminder and her assistant praise them for their efforts and give support when needed. Furthermore, during mealtimes, the assistant helps children to develop their early self-help skills. They ask children, 'Can you manage your yoghurt top? If not, I'll help you.'
- The children demonstrate good behaviour and respond quickly to requests. For example, when the childminder suggests it is time to tidy up, children ask electronic devices to play the tidy up music. They instantly help to put away the toys. This helps them to have a sense of responsibility and learn to respect the environment.
- Children's physical development is well supported. The childminder provides them with opportunities to be outdoors in the fresh air. Children access a well-organised enclosed garden. They practise safe risk-taking as they run up and down the slide. Children demonstrate increasing hand control when the childminder provides them with sticks and brushes to make marks in flour outdoors.
- The childminder takes children on regular outings beyond the setting to help them develop an understanding of the wider world around them. Children get to know their local community as they visit the park and attend playgroups.
- The childminder gets to know children and their families well. Parents speak highly about the care their children receive. They say how much their children look forward to attending and how children talk affectionately about the childminder, her assistant and their dog, when they are at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of the signs that may indicate a child is at risk of harm. They know the correct procedure to follow if they have a concern about a child or if an allegation is made against the childminder or her assistant. Furthermore, the childminder and her assistant keep their safeguarding knowledge up to date through regular online training. The childminder understands the importance of keeping children safe online and provides parents with useful advice on e-safety. The childminder and her assistant are mindful of their role in keeping children safe from harm. They supervise children well and ensure that the home and garden are safe and secure.

What does the setting need to do to improve?

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

- give children time to respond to questions to further develop their communication and language skills.

Setting details

Unique reference number	2630442
Local authority	Nottinghamshire County Council
Inspection number	10285646
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	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Warsop Vale, Mansfield, Nottinghamshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works alongside her husband who works as her assistant.

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 childminder.
- 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, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- The inspector considered written feedback from parents.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.

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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