

Childminder report

Inspection date: 1 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they are emotionally secure and happy in the childminder's home. They confidently explore the activities that the childminder provides, indoors and outdoors. For instance, older children enjoy scooping dried pasta into toy trucks. They answer questions posed by the childminder to encourage their mathematical language and basic counting skills.

Children are reassured by the childminder's familiar and consistent routines. When they arrive, they show how they take responsibility for their belongings by taking off their shoes and placing them on the designated rack. Children happily follow the childminder's instruction to wash their hands before they eat. Their independence grows as they practise how to put on their coats by themselves before they go outdoors to play. The childminder teaches children these skills because she knows it is important that they have learned them in preparation for their further education and beyond.

Children are confident, engaged learners. They enthusiastically sit with the childminder and their friends to sing their favourite songs. The childminder supports the communication and language development of all children during this activity. Younger children make animal noises when they hear a song about a duck. Older children select a prop and sing the song that it represents. This is one of many opportunities that the childminder provides for children to use their developing language skills throughout the day.

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

- The childminder introduces children to new knowledge and skills by theming activities around a monthly topic. She makes sure that she adapts activities depending on children's different ages and stages of development. This means that all children can participate and make progress towards their individual next steps in learning. For example, during an activity where children wash dolls, the childminder challenges older children to count the number of toes that a doll has, whereas she helps younger children identify different body parts.
- The childminder plans and creates an enabling learning environment where children have easy access to age-appropriate and safe resources. The childminder uses a local toy library to enhance her provision. This means she can respond promptly to children's changing interests and provide children with choice.
- The childminder has addressed the action set at her last inspection. She has secure systems in place to identify emerging gaps in children's learning and development. The childminder works closely with parents to help them understand expected milestones in their child's development. If a concern was to

arise, the childminder is confident in knowing what to do and which support services to involve.

- The childminder is flexible and adaptable to children's individual care needs. Parents say that she happily accommodates their children's routines. When children first start, the childminder supports their gradual transition by arranging visits and shorter sessions until their confidence and emotional security grow.
- The childminder promotes learning and development through her playful interactions with children, which include showing and explaining how to use resources for a certain purpose. However, the childminder does not always recognise the different ways in which children learn and how they demonstrate this. This means that on occasion, the childminder discourages patterns of play that are helping children to understand the world and process new information.
- The childminder praises children for their achievements in learning and their kind actions. She motivates children by giving them a 'high five'. The childminder clearly explains when children do something well, for example, she says, 'You're working together, well done.' However, she is not as clear in explaining why some actions are discouraged. This means that children do not always understand what is expected of them and the impact of their unwanted behaviour.
- The childminder adopts a reflective approach to her practice. She shows that she can evaluate her work and identify areas for professional development. The childminder completes relevant training courses to learn new things and refresh her existing knowledge. She has recently completed a course to better understand children's communication and language development. The childminder uses this learning to help her make accurate assessments of children's speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop a deeper understanding of how children learn and use this knowledge to support children's learning and development during their independent play
- give children clear and consistent messages about their behaviour so they fully understand what is expected of them and the impact of their actions.

Setting details

Unique reference number	2632943
Local authority	Nottinghamshire County Council
Inspection number	10297149
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	0 to 6
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 May 2023

Information about this early years setting

The childminder registered in 2021 and lives in Blidworth, Mansfield. She operates all year round, except for bank holidays and family holidays. Sessions are on Tuesday, Wednesday and Thursday, from 7.30am to 5.30pm, and on Monday and Friday from 7.30am to 9am and 3pm to 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children interacted with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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