

Childminder report

Inspection date: 20 July 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

The childminder is attentive and caring towards the children, resulting in children receiving warm and responsive interactions from her. Children explore the environment with confidence. The childminder establishes routines for children to follow, helping them to know what happens during the day. This contributes to children feeling safe and secure in her care. The childminder thanks the children when they spontaneously give her a group hug, modelling good manners for children to copy. She also encourages children to use good manners at other times, such as saying please and thank you. Children receive plenty of praise as they play, helping them to build their confidence and raise their self-esteem.

The childminder provides children with a range of different activities to support their learning. For example, she provides children with different styles of scissors for them to practise their cutting skills and to develop their hand muscles. Children also enjoy quieter moments, sharing a favourite story after lunch, which is read in an animated way by the childminder. This contributes to children's early literacy, helping them to develop skills that prepare them for future learning. Children are very eager to learn. They react excitedly when the childminder suggests they sing songs. The childminder builds up their anticipation as the children respond to clues to the animals in a song.

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

- The childminder regularly accesses online training to help her to meet children's individual needs. She also maintains mandatory qualifications, such as paediatric first aid. Most recently, the childminder updated her understanding of how asthma affects children, to support her in providing the best possible care outcomes for children.
- Children make good progress in their communication and language skills. The childminder gets down to the children's level and uses good eye contact. She plays alongside the children and talks about what they are doing, helping them to build upon their language and understanding. Children talk confidently and express themselves. For example, they say, 'She runs on batteries,' when referring to an electronic device.
- The childminder builds her curriculum around getting children ready for nursery or school. She knows the children well and overall identifies what the children need to learn next. She provides activities to help children gain further skills. However, at times, the interactions during some activities concentrate too much on over complicated questioning. One example of this is, during a play dough activity the childminder asks lots of questions, such as 'What shape have you got? What colour have you got?' These questions are asked quickly, resulting in children getting overwhelmed and they do not answer.

- Outside, children have the opportunity to engage in physical play activities and learn related skills. For example, when the childminder pretends she cannot walk along the stepping stones, the children take her hand and support her to complete the course. Children then confidently develop stability as they balance and walk along the stepping stones with her.
- Children build positive relationships with their peers. For example, they seek out friends to play alongside them in role-play games. Children happily chat to each other at lunchtime. Children's interactions are warm and harmonious.
- The childminder supports children's self-help skills. She encourages children to have a positive attitude to completing tasks on their own, for instance, by saying, 'Have a go' when children are asked to put on their shoes. Young children manage their own clothes when they use the potty. All children easily manage cutlery to feed themselves at lunchtime. Children are very independent.
- The childminder is mindful that during the COVID-19 pandemic, children had less opportunities to mix with other children and adults than is usual. As a consequence, some children became anxious in social situations. So, the childminder takes children to playgroups and to interact with another childminder and her minded children. This supports children's understanding of the wider world around them and helps to build on their personal, social and emotional skills.
- Parents comment warmly about the childminder. They say the childminder communicates effectively with them. For example, she sends messages and photos to parents to show their children's daily achievements. Parents comment that their children's communication has progressed and they attribute this to the childminder's input.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently identifies the signs and symptoms which could indicate that a child is at risk from harm. She discusses the correct process to follow when reporting concerns to the appropriate authority. She has a good understanding of other safeguarding issues, such as the signs and symptoms that would alert her that a child may be at risk of being radicalised. The childminder completes regular safeguarding training. This ensures that her knowledge remains up to date with changes in legislation. The childminder knows what to do if there is an allegation made against herself or a household member. The childminder makes accurate records when children require medication. This supports children's health and well-being.

What does the setting need to do to improve?

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

- strengthen interactions with children to support them more effectively to answer meaningful questions.

Setting details

Unique reference number	2636374
Local authority	Nottinghamshire County Council
Inspection number	10295680
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bestwood Village, Nottinghamshire. She operates all year round from 7am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a level 3 qualification and is eligible to provide places for funded two-, three- and four-year-old children.

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 of the childminder's home that are used for childminding and discussed how the childminder 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 and spoke with them at appropriate times during the inspection.
- Parents shared their written views of the childminder's provision.
- Relevant documentation was reviewed by the inspector, including a paediatric first-aid qualification.
- The childminder discussed her procedures for safeguarding the children.

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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