

Childminder report

Inspection date:

27 November 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 are welcomed into a warm and inviting environment. On arrival, they are encouraged to take their coats off and hang them on their individual pegs, giving the children a sense of belonging. The childminder supports children's understanding of the daily routine. She sings during nappy changing and handwashing times. The childminder builds trusting relationships with children. She attentively responds as children confidently express their wants and needs. As a result, children feel safe and secure within the home-from-home environment that the childminder provides.

The childminder supports children's behaviour well. She is a positive role model to children, using please and thank you when she speaks to children, for example. Younger children quickly learn this as they use the sign for thank you during mealtimes. Children are encouraged to carry out tasks for themselves. They show pride in their own achievements following the praise provided by the childminder. As a result, children develop confidence in their own abilities, which leads to children developing a 'can-do' attitude. For example, they tell the childminder, 'I can do it', as they show determination to insert pieces into a jigsaw puzzle. This supports children to become confident and develop high levels of self-esteem.

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

- The childminder has an effective system in place to monitor children's development. She reviews children's development regularly and identifies next steps in learning. The childminder recognises the importance of ongoing monitoring. This enables her to identify any concerns about a child quickly and support them from the earliest possible point. As a result, children make good progress.
- Children's communication skills are well supported. For example, the childminder repeats single words. She introduces new words that children quickly learn, such as umbrella. The childminder uses songs and rhymes throughout play and routines. Children begin to have favourite rhymes from an early age. They join in as they remember key words and phrases.
- The childminder knows the children well. She completes accurate assessments of their development. The childminder knows what she needs to do to support children's next steps in learning. However, on some occasions, the childminder tends to focus on the more dominant children within the group. As a result, quieter children and those who need additional support are not always supported as effectively as they could be.
- Children are provided with meaningful experiences that develop their knowledge of the world around them. The childminder provides this using the strong knowledge she has of the community and the links that she has established. For

example, she visits local parks, playgroups, and story and rhyme sessions with the children. The childminder recognises that this supports children's confidence, as well as their social and communication skills.

- Parents speak highly of the childminder. They comment on how their children feel 'safe and secure' with the childminder. Parents value the variety of activities and experiences that she provides. They comment how they find the different types of communication useful. Parents feel well informed about children's care and development. However, the childminder does not yet support parents to help with children's learning at home.
- Children are supported to develop healthy lifestyles. They are offered a balance of healthy meals and snacks. For example, children enjoy strawberries and blueberries during snack time. The childminder teaches children the importance of oral health by encouraging them to brush their own teeth. Children are offered a range of outdoor experiences to support their physical development.
- The childminder is highly reflective. She is committed to getting things right for children. The childminder regularly reviews her own teaching and practice. She uses her own evaluation, as well as the views of children and parents. As a result, the childminder is able to identify areas of strength and any improvement needed to ensure she provides the best service that she can.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedures to follow if she has a concern regarding a child. She also knows what to do if an allegation is made against herself or a household member. The childminder is aware of the main types and signs of abuse. She has knowledge of other topics, such as radicalisation, county lines and female genital mutilation. The childminder has completed relevant training and attends refresher training to keep her knowledge up to date. She has safety measures in place to keep children safe. For example, she ensures that doors are always locked and that keys are kept out of the reach of children.

What does the setting need to do to improve?

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

- support quieter children and those who need additional support in more effective and consistent ways to access learning opportunities
- develop partnerships with parents further to support children's individual learning at home.

Setting details

Unique reference number	2646671
Local authority	Nottingham
Inspection number	10305079
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification.

Information about this inspection

Inspector
Sarah Davies

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 carried out a learning walk and discussed the curriculum with the childminder.
- The inspector carried out observations of the childminder's teaching and practice.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and household members.
- The inspector carried out a leadership and management discussion with the childminder.
- The inspector reviewed written feedback and spoke to parents to gain their opinions about the childminder.

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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E: enquiries@ofsted.gov.uk
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