

Childminder report

Inspection date: 6 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show a sense of belonging in the childminder's care. They express their needs well and confidently explore a well-thought-out environment. The childminder encourages children to make choices about what they want to play with, which they do with confidence. Children are keen to be involved in conversation and are enthusiastic about story time. For example, a well-read story was thoroughly enjoyed by all. Children are familiar with the story and practise their speaking skills as they anticipate sounds and words in the story. Babies become involved and excitedly lift the flaps in the book to reveal an animal picture. The childminder models the animal sounds, which the children copy.

The childminder knows what she wants the children to learn and implements this well overall. Children also enjoy and benefit from opportunities to learn and play outside the home environment. For example, the childminder takes children to group sessions that specifically support early language. The childminder supports children with special educational needs and/or disabilities (SEND) very well, working alongside parents and other professionals. Children are learning to understand their emotions and appropriate behaviours. The childminder teaches them about tolerance and negotiation, which helps them to manage their feelings.

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

- The childminder knows the children in her care well. She understands their developmental stage and knows what she wants them to work towards. She believes children learn best when they are interested and so, for example, uses some favourite film and television characters to engage children in activities.
- Children are making good progress with the childminder. The childminder focuses on communication, social interaction, personal independence and physical development. She firmly believes these skills support children as they move to the next stage of their learning. For example, children are being encouraged and taught to manage their own personal care needs in readiness for school. Where any additional need is identified, the childminder works with relevant adults to support the children, and the positive impact is evident in the progress children are making.
- There are occasions when an activity the childminder has planned is not implemented effectively and the activity loses purpose, or a group activity is not tailored precisely enough to support individual children. At these times, children do not benefit as much from the learning opportunities.
- Language is a focus for the childminder, and children use their voices well. Some three-year-old children are using full and complex sentences to express themselves. The childminder uses clear, simple and repeated sounds to encourage language development for children with SEND.

- Children enjoy physical activity and being outdoors. They climb and slide, ably supported by the childminder. Some children understand how pedals make a bicycle move and show pride as they successfully move the pedals. All children join in outside. For example, non-walking children enjoy rolling a ball and crawling after it. The childminder takes children to the park, which gives them the opportunity to use a wide range of equipment that helps to develop their broader physical skills.
- The childminder works well with parents. She keeps them updated about their children's activities and well-being while they are with her. She also shares appropriate assessment material. Parents feel that they and their children are well supported by the childminder and say that their children have made very good progress in their development since being with the childminder.
- The childminder takes steps to keep up to date about childminding practices. As well as accessing some online courses, she is part of a childminding hub that gives her access to information, research and resources. She works closely with other childminders and shares ideas and information.

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:

- improve the implementation of learning opportunities so that they always successfully fulfil the intent in supporting individual children's next steps in learning
- deliver group learning opportunities that are differentiated effectively so that all children remain engaged and benefit from that opportunity.

Setting details

Unique reference number	2647777
Local authority	Nottinghamshire County Council
Inspection number	10312293
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Arnold, Nottingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a qualification in childcare and education at level 3.

Information about this inspection

Inspector

Sheena Gibson

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector carried out an evaluation of an observation of an activity.
- The inspector observed interactions between the childminder and the children and assessed the impact of those interactions on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

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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