

Childminder report

Inspection date: 3 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home-from-home environment for the children in her care. Children demonstrate that they have a close bond with the childminder, and they feel safe and secure. They go to her for comfort, reassurance and hugs as needed throughout the day. The childminder has high expectations for children's behaviour. When minor conflict occurs, the childminder is clear and consistent in her approach to helping children to understand rules and boundaries. Children have formed friendships, they show kindness towards each other and are learning to play cooperatively together. The childminder praises them for being caring towards each other and for waiting patiently to take turns with toys and equipment. The praise children receive supports their self-esteem.

The childminder uses the children's love of books and stories to inspire children's learning. After reading the story of 'Goldilocks and the Three Bears', the childminder supports the children to recognise different feelings. She talks to them about how they would feel if they came home and found that someone had broken their chair or eaten their porridge. She encourages them to make happy, sad, angry, and shocked faces. Children are able to name the different emotions. They are learning that it is okay to express how different situations and events make you feel.

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

- The childminder reflects on her practice by seeking feedback from parents and children. She regularly meets with other childminders to share good practice and ideas. The childminder is committed to her own professional development. She attends training opportunities and keeps herself up to date with early years and safeguarding requirements and legislation. This helps her to identify where changes can be made to improve and strengthen the service she offers to children and their families.
- The childminder is clear about what she intends children to learn. Her aim is to support children to be confident, independent and ready for school. She plans around children's interests and supports them to build on what they know and can do already, which helps motivate children to learn. However, at times the childminder implements activities in quick succession and does not allow children the time they need to fully explore, investigate and develop their own ideas.
- The childminder works closely with parents. She keeps them well informed about the time their children spend with her. The childminder gives them regular updates about the progress their child is making with their learning and development. She shares ideas with parents on how to support and encourage children's ongoing development at home.
- The childminder supports children's communication and language development

well. She provides a narrative as children play and models the use of language. She introduces new vocabulary and explains the meaning of new words. The childminder engages children in conversations and uses purposeful open-ended questions to encourage children to share their ideas.

- Children are developing confidence in their own abilities. The childminder encourages them to complete small tasks for themselves. She supports children to put on their own shoes to go outside, use the toilet independently and help themselves to drinks of water. She helps children to understand the need to develop good hygiene practices, reminding children that they need to wash their hands after playing outside, using the bathroom and before eating.
- Children's mathematical development is well supported. The childminder models the use of language in relation to size and number. Children copy this language and use it purposefully in their play. Children are able to put bowls in size order from the smallest to biggest. They count how many scoops of porridge oats they need to fill the bowls and predict which bowl will need the most and least amount of scoops.
- The childminder takes children out on daily walks within the local community. They visit parks and go to the library to choose books. The childminder ensures that children have the opportunity to develop their social skills. She regularly meets up with other local childminders so that the children have the opportunity to play with children of the same age, that they will eventually be starting school with.

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:

- give children more time to explore their own ideas, deepen their participation in activities and extend their own learning.

Setting details

Unique reference number	2665259
Local authority	Nottinghamshire County Council
Inspection number	10337190
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sutton in Ashfield, Nottinghamshire. She operates from 7.30am until 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Teresa Lester

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 childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views through reading written feedback.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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