

Childminder report

Inspection date: 4 November 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 they are happy and settled as they arrive at the childminder's home smiling. They separate from their caregivers and greet their friends. Children show positive relationships with the childminder. For instance, babies crawl and seek her out for comfort when needed. The childminder's responses are warm and nurturing. Children are eager to explore the range of activities available to them. They make independent choices as they lead their own play. For example, children show high levels of engagement as they push and pull toys back and forth. The childminder encourages children to play together and teaches them to take turns. For instance, children learn to share the toy cars, telling their friends, 'You can have this one.'

Children have lots of opportunities to develop their physical skills. For example, when the childminder offers them play dough, she supports children to develop the small muscles and strength in their hands. Children roll, cut, squash and squeeze the dough, helping them learn skills in preparation for early writing. Children learn to use a range of tools, which helps develop their hand-eye coordination. They use tongs and scoops to pick up small balls. Children are encouraged to have a sense of responsibility. For example, when asked, they help the childminder to tidy away toys before mealtimes. Children work together and persevere as they attempt to put a toy box on a shelf.

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

- The childminder gathers a range of information from parents about children's likes and dislikes. She uses this information alongside her observations and assessments to plan activities to support children's development. For example, parents tell the childminder that their children love cutting and sticking, so she plans activities around these to encourage children to be creative.
- Overall, the childminder provides activities that follow children's interests and learning needs. Older children show curiosity and are keen to take part. However, at times, activities are not adapted to meet the needs of younger children. For example, some activities are set out on high-level tables that younger children cannot reach. This results in younger children not participating and benefiting from the learning.
- The childminder supports children to understand their feelings and emotions. For example, she uses visual aids to support this. Children are encouraged to talk about how they are feeling and show pictures of different facial expressions with the childminder to show their understanding of their emotions.
- Children benefit from a language-rich environment to help support their communication skills. The childminder continually converses with children, talking alongside them as they play. She repeats words back to children, helping

them hear the correct pronunciation and learn new vocabulary.

- The childminder has high expectations for children's behaviour. She is a good role model who is polite and demonstrates respectful behaviour. She praises and encourages children's positive behaviour and provides them with gentle reminders when needed, for example to share. Children respond well to the praise from the childminder and 'high-five' each other to celebrate.
- Children show a love of books as they choose books to look at. The childminder enthusiastically sits with the children and reads a selection of stories. Children count out loud and copy familiar phrases, helping them to engage in the story.
- The childminder provides children with the opportunity to learn about the community they live in. She provides trips to local parks, soft-play centres and playgroups, which supports children's physical development. Children regularly visit an allotment where they explore the natural environment, experiment with colour mixing and make their own snacks on the fire.
- The childminder completes training courses to build on her knowledge of how to keep children safe. This includes attending safeguarding training and paediatric first aid. However, she does not engage with professional development opportunities to support her teaching skills to improve learning outcomes for children.
- The childminder keeps parents informed about their children's day and what they have been learning. However, she does not offer parents ideas or suggestions to help them continue to support their children's learning at home.

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:

- adapt the curriculum for younger children to help them engage in purposeful learning
- engage in professional development to strengthen skills and raise the quality of teaching
- offer parents ideas and suggestions about how they can build on their children's learning at home.

Setting details

Unique reference number	2673049
Local authority	Nottingham
Inspection number	10260116
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 7
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Clifton area of Nottingham. She operates all year round, from 7am to 7pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded care and early education for children.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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