

Childminder report

Inspection date: 5 September 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 is warm and gentle and welcomes children into her engaging environment. Children show they have good attachments to her as they engage her in their play. They show they are happy, safe and settled as they confidently explore the available activities. The childminder encourages children to choose what they would like to play with and be as independent as possible. For example, children ask if they can peel their own fruit for snack and are encouraged to access the toilet on their own.

Children enjoy a wide range of resources that are appropriate to their age and stage of development. They have good opportunities to develop their creative skills. For example, they use play dough to make pretend birthday cakes and enjoy singing happy birthday to each other. Children show a positive attitude to taking part in all the activities the childminder has available for them. Children request their favourite songs so that they can sing and dance. Even the youngest children are motivated to join in because they know the childminder values their attempts and successes. This warm nature of the childminder's interaction with children promotes their learning and well-being.

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

- The childminder observes and accurately assesses what children know and can do. She uses children's interests to plan learning experiences and uses visits out into the community to develop children's understanding of the wider world. However, at times, as she follows children's lead in their self-chosen play, the intention of what she wants children to learn is unclear. This means that she does not focus her interactions sharply enough on the specific knowledge that children need to learn next.
- The childminder promotes children's communication and language skills well. For example, she clearly repeats words for young children to copy. The childminder enthusiastically extends their vocabulary by adding more complex words, such as pedestrian and reversing, as children play with ride-on cars in her garden.
- The childminder sets out clear expectations for children's behaviour. She supports young children to understand how they are feeling and positively explains why rules and routines are in place to older children. For example, she explains to children why they need to finish their lunch and share a story so they are ready for a sleep when they are tired.
- The childminder prepares exciting resources to encourage children's play in all areas of the curriculum. She adds resources to develop children's play ideas, such as picking herbs from the garden to add to the water tray. She supports them to develop their small muscles as they hold scissors and cut the herbs for themselves. However, sometimes she misses opportunities to fully extend

children's mathematical learning, such as counting for children who are able to do it for themselves.

- The childminder supports children to lead a healthy lifestyle. She supports them to understand why they need to wash their hands before eating and provides varied and nutritious snacks and meals. She ensures children access the outdoor environment regularly for fresh air and exercise and uses trips to support their understanding of nature, such as feeding the ducks.
- Parents are delighted by the joy their children show when they arrive at the childminder's house and how quickly they settle into the childminder's care. The childminder encourages parents to visit with their child before they start. She uses these opportunities to work with parents to gather information about children's interests. This enables the childminder to plan activities that children will enjoy, which helps children to settle quickly. The childminder works with parents to identify children's starting points in their learning to help her to decide what children need to learn next.
- The childminder is well organised and reflective about her own professional development. She uses information she acquires through training to improve the quality of the learning experiences she provides for children. For example, she has evaluated how boys and girls enjoy different play experiences, and planned her environment accordingly.

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:

- strengthen planning to ensure that the learning intention is precise so that interactions fully support children's development
- strengthen the teaching of mathematics, to better support children's knowledge and skills.

Setting details

Unique reference number	2675296
Local authority	Nottinghamshire County Council
Inspection number	10350704
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 7
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 2022 and lives in Gedling, Nottinghamshire. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024