

Childminder report

Inspection date: 23 July 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 learn how they can keep themselves safe. This includes the childminder helping them to understand how to cross the road safely when she walks with them in the street. Children learn that they need to wear a hat in hot weather to promote sun safety. They understand the rules and boundaries that are implemented by the childminder. This includes children telling visitors that they are not allowed to jump on the sofa. Older children show a sense of achievement when they show kindness and help the childminder. For instance, when they help prepare tables and chairs for snack time, children say, 'I can do it all by myself,' and receive praise for their achievements.

Children have plenty of opportunities to develop their communication skills. For example, younger children start to make sounds when the childminder plays music and nursery rhymes. The childminder uses sign language to support younger children's understanding of the words they hear. For instance, when she asks them to join a circle time to sing a hello song to everyone, children smile when they hear their name and begin to copy the actions. Children show positive relationships with the childminder, her co-childminder and their peers. Older children laugh with excitement when they initiate a game of hide and seek, hiding under a blanket and giggling in anticipation of the childminder finding them.

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

- The childminder differentiates her teaching to meet the individual needs of the children in her care. This includes helping all children to develop a love of books. For example, when younger children sit on her knee to look at a book, she encourages them to learn how to turn the pages. Older children are supported to understand the names of sea creatures they see on the pages, helping to build on their vocabulary.
- The childminder offers children nutritious snacks, meals and drinks to help promote a healthy diet. She plans activities that provide children with opportunities for daily exercise. For instance, children listen and follow instructions when the childminder plays music and asks them to move their bodies. Children stretch their arms out wide and to reach up high.
- Older children are given tasks to complete, helping to give them a sense of responsibility and to promote their independence. For example, when asked, children fetch other children's shoes in preparation for playing outdoors. The childminder gives older children time to put their shoes on by themselves and offers younger children support.
- The childminder uses observations and assessments to help identify what children need to learn next. However, when children first start attending, she does not liaise with all parents to help identify children's prior learning to help

establish more precise starting points for children's learning on entry. This will help provide the childminder with a wider knowledge of children's abilities and to tailor how to support their development.

- Parents say that the childminder and her co-childminder provide children with a balance of fun and learning, ensuring children's days are filled with engaging activities that stimulate their development. The childminder shares termly reports with parents that highlight their children's achievements and what they need to learn next. This helps to keep parents informed about their children's development.
- The childminder builds on her knowledge of how to support children with special educational needs and/or disabilities. This includes attending training courses to understand how to meet the different needs of children with autism. For instance, she explains how she may need to provide them with quieter spaces and make reasonable adjustments to meet their individual needs.
- Children are keen to explore the toys and resources offered to them. However, sometimes when spontaneous learning opportunities arise, the childminder does not use these to build on children's learning. For example, when younger children want to use a toy ironing board, the childminder does not show them how to use it. This results in children losing interest.
- The childminder gathers feedback from parents to help reflect on the experiences she offers their children. Recent changes to her practice to only care for early years children, and not children from school, enable children to be more settled into a daily routine. This contributes to their emotional well-being.

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:

- gather information from all parents about children's prior learning when they first start to help establish children's abilities on entry
- use spontaneous opportunities through children's play to build on their learning.

Setting details

Unique reference number	2675763
Local authority	Nottinghamshire County Council
Inspection number	10260121
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works from her co-childminder's house in Arnold, Nottinghamshire. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Ruane

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 and 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 outdoors, 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 and her co-childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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