

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 are supported by the childminder to listen and follow instructions. This includes asking them to help tidy away toys when the routine of the day changes. Older children manage to do this by themselves. The childminder gives younger children directions, such as asking them to put specific toys in allocated spaces. This helps them to focus and participate. Children's behaviour is managed well by the childminder. For instance, when younger children begin to throw sand, she gives them objects to hold in both hands. This helps to divert their attention away from throwing as she plays alongside them.

Children show that they enjoy playing in the garden. Younger children are encouraged to reach up high, developing their physical skills when the childminder blows bubble mixture and asks them to catch the bubbles. Older children ride on toys, showing good coordination as they use their feet to pedal. Children are encouraged to develop a love of books. The books provided are age-appropriate to maintain their interests. Younger children copy the childminder when she models touching different textures on the pages. Older children copy familiar phrases that the childminder reads, showing their knowledge of familiar stories and their language skills.

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

- The childminder and her co-childminder reflect on the environment they offer children. They make changes, such as removing the amount of toys available for children. This contributes to children focusing and engaging more in their play to support their learning. For instance, younger children select and shake bottles that have objects inside. They are inquisitive as they explore and watch how the objects move.
- Children copy the childminder's actions, helping them to solve problems in their play. For instance, when younger children struggle to place a toy sweeping brush into a hole to put it away, the childminder shows them how to do this first. This encourages children to remove the brush and try again themselves.
- When children first start attending, they are offered settling-in visits to help them become familiar with the childminder, her co-childminder and the environment gradually. However, the childminder does not seek information from all parents about their children's prior abilities on entry. This will help her to plan more precisely for their development.
- The childminder's curriculum is individual to each child, focusing on what each child needs to learn next to help them develop. This includes supporting younger children to develop their communication skills. For example, the childminder uses repetitive words such as 'stomp, stomp, stomp' when children move toy penguins in sand. For older children, she uses words such as 'squidgy' to

describe pretend seaweed for children to copy.

- The childminder knows the children well and their individual emotional needs. For example, when children need space and time by themselves, she provides them with a comfortable area where they can go to regulate their emotions. Children begin to manage these times themselves, going into these spaces when they need calm and to be away from others.
- Children are supported to learn skills in preparation for school. This includes encouraging them to manage their self-care skills and to share. Children wash their hands, using a step provided by the childminder that enables them to reach the sink, promoting hand-hygiene routines. Children are supported to take it in turns to wash their hands, promoting positive behaviour.
- The childminder talks to parents daily and shares written reports with them that show their children's development. Parents are supported by the childminder to continue their children's learning at home. This includes developing the muscles in their hands in preparation for writing when they move on to school. However, when children move on to school, the childminder does not share information with teachers about children's care and learning. This will help to provide consistency for children when they move on.

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:

- seek information from all parents about their children's abilities on entry to help plan more precisely for their learning
- share information about children's care and learning with school teachers when they move on.

Setting details

Unique reference number	2675773
Local authority	Nottinghamshire County Council
Inspection number	10350751
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	2 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 Arnold, Nottinghamshire. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

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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