

Childminder report

Inspection date: 9 April 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 calm and nurturing home-from-home environment where children can play safely. Children show that they have strong bonds with the childminder and are confident and happy in her care. They freely choose what they would like to play with. The childminder knows children well, and she gives them lots of attention as she plays alongside them. She recognises when they are tired or hungry. The childminder provides cuddles and affection to children to support them to feel safe and secure in her care.

Children show high levels of curiosity in their play and concentrate for good periods of time at activities they enjoy. The childminder sits at children's level and engages with them as they play. Children play well together as they use construction bricks to build a train engine and a watch tower. When they struggle to attach carriages to the engine, the childminder encourages them to be resilient, keep trying and solve problems. She asks them purposeful questions to help them find solutions. The childminder understands when to sit back and allow children to play and explore independently and when she needs to offer support. Children demonstrate pride in their achievements as they push the train engine and attached carriages around the floor.

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

- The childminder provides a broad curriculum that focuses on supporting children's individual confidence and helps them to understand the world around them. She monitors children's development and has a clear and accurate understanding of children's abilities and what they need to learn next, helping them to build on the skills and knowledge they already have acquired. However, the childminder has not given enough consideration to the curriculum for mathematics. She does not make the best use of opportunities that arise from children's play to encourage and support children to use mathematical language.
- The childminder supports children to listen to and follow rules that promote their positive behaviour and manners effectively. She supports children to be kind and gentle towards each other. She praises children's positive behaviour and thanks them when they take turns with toys and play nicely alongside each other.
- Children's personal care needs are well met. The childminder provides children with freshly cooked, healthy meals. She is passionate about using organic, free-range and locally sourced fresh produce. Good attention is paid to meeting children's individual dietary requirements and preferences. Children are encouraged to stay well hydrated and drink water as needed throughout the day.
- Nappy changes are managed sensitively, and the childminder talks to children as she changes them. The childminder works closely with parents to toilet train children when they are developmentally ready. When children require a sleep,

she helps them to settle by ensuring that they have their comforters. She provides them with a calm, quiet space to sleep.

- The childminder has good relationships with the parents of the children in her care. She uses an online app to keep parents updated about their child's day, including sending them photos of their child happily playing. Parents provide positive written feedback about the service the childminder provides. They feel well informed about their child's day and comment that their child is happy in the childminder's care.
- The childminder plans trips out of her home, and she takes children out on daily walks within the local community. They visit parks and attend toddler groups. This allows children the opportunity to mix with other children of the same age and develop their social skills.
- The childminder regularly reflects on her practice and undertakes training to help her stay up to date with her professional knowledge and skills. She has recently identified that she would like to develop her knowledge with regards to providing support to children with special educational needs and/or disabilities.
- As children play, the childminder provides them with a running commentary about what they are doing, narrating their play. She engages in conversation with children, paying close attention to what children tell her. The childminder extends the children's conversation further by asking purposeful open-ended questions. However, the childminder does not always model language correctly. For example, she refers to a train engine as a 'choo choo'.

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:

- implement the curriculum for mathematics effectively, to enhance children's understanding of number, size, shape and measure
- model words accurately to help children develop their vocabulary.

Setting details

Unique reference number	2675942
Local authority	Nottinghamshire County Council
Inspection number	10340189
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 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Ruddington, Nottinghamshire. She operates all year round, from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- 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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