

Childminder report

Inspection date: 16 October 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

Over time, children become more able. The childminder has constructed a broad and age-appropriate curriculum, through which children build on what they already know and can do. The childminder helps children to make connections in their learning. For example, a young child names the colour 'lellow' while painting. The childminder acknowledges this observation, and subtly corrects the pronunciation of the word 'yellow' to support their speech development. The childminder and the children then discuss that bananas are yellow. The impact of this conversation is that children start to remember more and make links between what they already know, and their learning becomes embedded.

Children enjoy the daily opportunities that the childminder provides for them to play outside. This environment supports children's developing behaviour as they benefit from space to run and exercise. Children use their developing physical skills to jump, climb and slide. The childminder knows that it is important for young children to strengthen their large muscles and practise coordinating their legs and arms to move in certain ways. Children further this development during outings to local parks and walks in the woods, which the childminder has risk assessed and planned to complement their learning and development.

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

- The childminder understands how children learn and develop. She holds appropriate qualifications to fulfil her role and she regularly updates her knowledge and skills through attending training courses. This benefits children because the childminder is continually developing herself and her practice. Recently, the childminder has learned about the different ways that children's brains work. This has helped her to understand children's learning preferences and what she can do to help children make good progress.
- The childminder knows what she wants children to learn. She uses children's current interests to capture their attention and then skilfully threads through age-appropriate learning. For instance, she provides props for children to retell their favourite stories. This helps children to develop their communication, language and literacy skills.
- The childminder offers activities that are fun and exciting for children. This supports children's positive attitudes to their learning because they want to get involved and take part. However, sometimes, the childminder does not plan the organisation of activities in the most effective way. For example, during a creative activity, some children become frustrated because they do not have enough space to play and struggle to access the resources on offer. This detracts from children fully benefiting from the activity.
- The childminder maintains regular communication with children's parents and

carers. She finds out what children do at home so that she can build on this. For example, the childminder provides water-play activities for a child who currently enjoys swimming to continue their exploration of water. Parents say that they feel fully informed about their child's learning, development and care because of the effective communication methods used by the childminder.

- The childminder helps children to understand their emotions by identifying how children might be feeling at times throughout the day. For example, she comforts children when they are upset and explains that she recognises they are feeling sad. The childminder has built strong and positive relationships with the children she cares for, and those who are unsettled are soothed by the childminder's close presence.
- The childminder recognises that it takes time for children to develop secure social skills, such as turn taking and sharing, and to fully understand and adhere to appropriate rules and boundaries. In the most part, she supports this aspect of children's development well. However, occasionally, the childminder does not effectively support children to follow instructions after she asks them to do something. In turn, this sometimes has a negative impact on how children manage their behaviour and get along with peers.

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 planning and organisation of some activities to better support children's focus on the intended learning outcomes
- support children's personal, social and emotional development through the effective use of strategies that help children to manage their behaviour and get along well with others.

Setting details

Unique reference number	2679985
Local authority	Nottinghamshire County Council
Inspection number	10260120
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Nottingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant level 3 qualification and provides funded early years education.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read reviews from several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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