

Childminder report

Inspection date: 29 November 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 enjoy their time with the childminder. She actively engages children in the daily routines, supporting them to do as much for themselves as possible. For example, children eagerly chop fruit for their snack. The childminder models how to use knives safely, which children readily copy. Children are keen to help the childminder complete simple tasks, such as keeping the floor space tidy, wiping the table clean before meals and taking dirty plates and utensils to the kitchen. This teaches children important skills for later life.

Children use their imagination as they work together and pretend to be hairdressers. They decide that the childminder will be the receptionist and book in the appointments. Children and the childminder chat back and forth as they use brushes, hair clips, rollers and hair bobbles to design and style their dolls' hair. This helps to support children's creativity and conversational skills. During play, the childminder role models how to use manners, how to share and how to take turns. For instance, when children want the same resource as their friend, the childminder helps them to consider how they can politely ask to use it. Children show kindness towards others. They hold cups steady for their friends, enabling them to pour a drink of water without any spillages. Children smile proudly as the childminder praises them for their good teamwork.

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

- The childminder is well qualified and values her continuing professional development. She undertakes regular training with the local authority to ensure her practice and knowledge are current. The childminder has made positive links with other local childminders to share ideas to help to enhance her provision further.
- The childminder supports children's developing physical skills. She is vigilant, ensuring older babies safely pull themselves up on furniture and have the space to crawl around to access their chosen resources. This helps babies develop their core muscles and coordination skills. When children struggle to catch balls, the childminder suggests they sit opposite their friends with their legs in an outward position. Children roll the ball back and forth to their friends, giggling as they catch it.
- The childminder understands the importance of widening children's experiences of the world around them. Children enjoy their regular trips to local singing groups, playgroups and forest school sessions. Parents are positive about the care their children receive. They say they appreciate the outings that their children experience and the safe and stimulating environment the childminder provides.
- The childminder understands the importance of promoting children's good

health. She provides children with healthy nutritious snacks and meals, plus access to fresh drinking water. Children are supported to complete simple self-care tasks, such as washing their hands before meals and after using the potty. They are reminded to put their hand in front of their mouth when they cough. This helps children to develop good hygiene practices.

- Children are developing a love of books. They cosy up together on the sofa, enthralled as the childminder reads a story to them. The childminder is genuinely interested in what children are saying. She gives children time to look at the pictures, ask questions and anticipate what may happen next. The childminder introduces new words to children, such as armour, and explains this gives the book character protection from getting hurt. This supports children's growing vocabulary, language and communication skills.
- The childminder helps children learn early mathematical concepts. For example, she encourages children to notice shapes, numbers and colours in the environment. When children want to count backwards from 10, the childminder joins in while pointing at the numbers on the wall. This helps children begin to correctly identify written numbers.
- The childminder knows the children in her care well. She has identified appropriate next steps for each child to build on what they already know and can do. However, during planned activities the childminder does not always recognise and respond to children's emerging interests and needs quickly enough to further extend their learning.

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 the quality of interactions, enabling effective responses to help children build on their emerging interests and needs

Setting details

Unique reference number	2726777
Local authority	Nottinghamshire County Council
Inspection number	10370828
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	0 to 4
Total number of places	3
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Arnold, Nottinghamshire. She registered in 2023. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, all year round except bank holidays and family holidays. The childminder holds a childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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.

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