

Childminder report

Inspection date: 11 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

Children are cared for in a warm and welcoming environment. The childminder works seamlessly with her co-childminder to maintain children's safety and promote their learning. Information is continually exchanged between the childminders and the assistants. This enables her to plan interesting experiences to build on each child's prior knowledge and skills. Children show they feel secure as they confidently explore their own interests and know where to find toys they want to play with. The childminder ensures that she has activities ready for children that she knows will spark their interest. She uses her knowledge of what children need to learn next, as well as their interests, to extend their learning.

The childminder provides an ambitious curriculum, which aims to support all children in key areas of learning to prepare them for starting school. She promotes children's skills in personal care and independence, such as dressing and using the toilet. The childminder uses trips and visits to develop children's knowledge of the wider world. She carefully selects places to visit to ensure that children enjoy stimulating experiences. The childminder has high expectations of children's behaviour. Children learn to become kind and caring towards other people and regulate their own emotions.

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

- The childminder has planned a progressive and well-sequenced curriculum to build on what children already know and can do. She plans activities that interest children to encourage them to explore new learning. The childminder accurately assesses children's current stage of development and provides a variety of learning experiences that promote children's further progress. For example, children enjoy creating pictures together and talking about mixing different-coloured paint.
- Children are curious and eager to explore opportunities available to them. For instance, they explore herbs and soil in the mud kitchen and splash in puddles. They work together to put pipes together to drop balls down. However, when children encounter difficulty, the childminder can be too quick to solve children's problems as opposed to supporting them to work out what they could do differently.
- The childminder supports children with how to regulate their emotions. She does this through showing children empathy and creating a nurturing environment. The childminder is always close by to support children in their play. She helps children to learn how to take responsibility for their own behaviour. This helps to encourage children to be considerate of their friends and show compassion.
- Children enjoy pretend play as they investigate pumpkins and talk about familiar celebrations, such as Halloween. The children enjoy using their senses to

investigate the pumpkins as they feel the bumpy skin and feel the weight of the different-sized pumpkins. The childminder joins in their play and follows the children's lead so that they can develop their own interests. However, at times, there is little narrative to describe what children are doing to help extend their vocabulary and conversations.

- The childminder has established secure relationships with parents. She communicates with them through various methods. The childminder shares what their children need to learn next and helps parents understand how they can continue supporting their children's development at home.
- The childminder promotes good health and hygiene practices. Children enjoy fruit at snack time and have water to drink. They enjoy healthy home-cooked meals, which are social occasions. The childminder supports children to manage their own personal hygiene. From a very young age, children are encouraged to go and get their own tissues. With support, they learn how to wipe their noses and wash their hands.
- The childminder works closely with another childminder. They help each other develop and reflect on their practice. Together, they share ideas to improve the environment and resources they offer to children. The childminder has accessed regular training to develop her practice. She has recently researched children's play styles and how to ensure that they have time to complete their own ideas by warning them that routines are about to change.

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:

- provide children with time to respond fully to questions to deepen and extend their knowledge and understanding
- enhance the narrative alongside children's play to help extend conversations and build on children's language development more effectively.

Setting details

Unique reference number	2756170
Local authority	Nottinghamshire County Council
Inspection number	10349561
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 7
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Gedling, Nottinghamshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. She has a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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