

Childminder report

Inspection date: 11 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 show that they feel happy and settled in the childminder's care as they approach her for cuddles and reassurance. They confidently explore the environment and find toys that interest them. The childminder has a strong curriculum that is well sequenced and builds cumulatively on children's learning. This prepares children for their next stage in learning. The childminder plans activities 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 supports children to develop healthy lifestyles. She provides children with nutritious snacks and ensures that they have daily access to the outdoors, where they can be physically active. Children go on frequent walks into the local environment, such as picking pumpkins, and walks in local parks, where they learn about the world around them. Children behave well and have a positive attitude to learning. For example, they concentrate well as they read stories together. Children happily share, take turns and are considerate to their friends. Toddlers play companionably next to babies. This supports them to develop their self-esteem.

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

- The childminder helps children to settle into her care as she establishes secure and trusting relationships. She knows children's interests and what makes them happy. The childminder assesses children's abilities and knows what they need to learn next. She sequences her curriculum to build on what children already know and can do and plans activities she knows children will be interested in.
- The childminder supports children's language and communication skills through modelling new language and providing a running commentary of children's play. She has interesting conversations with the children while she plays alongside them. For example, they talk about pretending to cook pasta for dinner in the role play. The childminder speaks clearly so that children can hear how to pronounce words and form sentences correctly. However, she does not always give children opportunities to use language they know and talk about what they are doing to help them to embed their communication skills.
- The childminder is clear about what she wants children to learn next. She plans activities she knows will further develop children's learning. The childminder uses children's interests to support them to remain engaged in their learning. For example, children enjoy making marks and tyre tracks with paints and vehicles. However, children do not always have the opportunity to freely engage in creative activities and express their own ideas when the childminder over-directs their play.

- The childminder values preparing children for their future learning. She prioritises their personal, social and emotional development and supports them to learn how to regulate their emotions. She does this through modelling to children how to be kind and share resources with their friends.
- The childminder supports children's physical development for both their small and large muscles. She encourages children to pick up small pieces of pasta as they pretend to cook dinner to develop their small muscles. The childminder provides children with support to develop their large muscles as they walk up an incline and pedal ride-in cars. She ensures that she plans a range of learning experiences into children's day so they are building these skills.
- Parents comment that they feel their children are safe and well cared for. They feel their children are making good progress in their learning since starting with the childminder. Parents are happy with the information they receive from the childminder about their children's time in this setting. They feel that the childminder supports them to understand what their child needs to learn next and how they can support this development.
- The childminder strives to develop her good practice even further. She seeks out training and uses the knowledge and skills she gains to benefit the children. For example, she has researched young children's brain development. The childminder uses this knowledge to ensure young children benefit from experiences that support their learning more effectively.

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:

- support young children's language development even further and help them use words they know in the context of their play
- provide children with more opportunities to freely engage in creative activities and express their own ideas.

Setting details

Unique reference number	2756192
Local authority	Nottinghamshire County Council
Inspection number	10349665
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	1 to 2
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 2023 and lives in Stapleford, Nottinghamshire. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides places for children in receipt of government funding.

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 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 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.

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