

Childminder report

Inspection date: 9 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 benefit from the positive relationships the childminder builds with them and their families. Children show that they feel a sense of security and confidently separate from their parents. Young children take comfort with the childminder. Children are keen to welcome their friends into the childminder's home; they hear the doorbell and call out their friends' names with excitement.

Children behave well and respect each other. When needed, the childminder reminds them to use 'kind hands'. Children understand what is expected of them. For example, children independently go to wash their hands at mealtimes to prepare to eat. Children develop social skills and learn to share toys. For example, when children want to play with bricks that other children are using, they are encouraged by the childminder to find other blocks to play with so they do not make their friends feel sad. When children notice their friends are using one pile of bricks, they ask for a 'turn please' or go to find another pile of bricks for themselves.

Children learn how to keep themselves safe. For example, the childminder shows them how to use knives safely to cut through carrots and reminds them to keep their fingers out of the way as they cut. Children show their understanding and practise cutting up vegetables in the play kitchen.

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

- The childminder gathers information about children from their families when they first start. She uses this information and her observations of children to plan experiences for them that they may not get elsewhere. For example, the childminder takes them to the local farm to build their confidence and to learn about the different animals and how to care for them.
- The childminder skilfully asks questions while children are engaged in play and uses what she knows about children to engage them further. For example, while children play imaginatively in the play kitchen, she asks them what they make at home. Children recall making a bowl of salad at home. The childminder encourages children to think further about what they could add. Children maintain attention and engage for prolonged periods as they discuss what else they could add to their salad.
- The childminder plans appropriate next steps for children. Throughout her interactions with children, she incorporates their next steps to support them to make progress. Children eagerly engage in the activities the childminder provides. However, on occasion, when children complete what the childminder sets out for them to achieve, she does not extend their learning further, such as when children count out sticks on pretend hedgehogs. Children are not

consistently supported to learn beyond what they already know.

- The childminder notices when children become frustrated. She talks to them in a calm manner to help them to understand how they feel. This supports children to build resilience to carry on building towers, even when the towers keep falling over.
- The childminder explains to children how to use play equipment. She tells them to put their hand on the bars as they cross over a ladder to help them steady themselves. Children learn to coordinate their movements as they move across large play equipment.
- The childminder encourages children to develop mathematical knowledge. When she counts with children, she holds her fingers up to support children to visualise quantities. Children learn to count and enjoy counting out objects they play with. The childminder also supports children to gain an understanding of size. She asks them to try fitting different-sized vegetables in containers and they learn when vegetables are too big to fit into smaller pots.
- The childminder attends training to ensure that she continues to hold the most up-to-date knowledge to support families. She undertakes ongoing reading to influence her practice and uses ideas to enhance her environment to support children's curiosity and imaginative play. Parents notice the impact on their children's imaginative play at home. They add that this is because the childminder creates such a magical and imaginative environment for their children.
- Parents comment on how approachable and welcoming the childminder is. They say this has supported their children to settle quickly and given them the confidence to return to work, as they know their children are well cared for. Parents feel fully engaged with their children's learning through the communication they receive from the childminder. They know their children's next steps and the childminder offers suggestions to support their child's learning at home. Parents say this has contributed to their children's independence skills.

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:

- develop interactions with children further to ensure that they are sufficiently challenged and supported to learn beyond what they already know.

Setting details

Unique reference number	2757166
Local authority	Nottinghamshire County Council
Inspection number	10349425
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 6
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder initially registered with Ofsted in 2013, spent a period of time registered with a childminding agency, and then re-registered with Ofsted in 2023. The childminder lives in Mansfield, Nottinghamshire. She operates all year round from 7.30am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government-funded places for children aged from nine months to four years. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents during the inspection.

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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