

Childminder report

Inspection date: 10 September 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 eager to enter the childminder's home and show an understanding of the routines in place. They independently remove their shoes, find their pegs, hang up their coats and put away their lunch boxes. The childminder greets the children warmly, asking them questions about their morning so far. Older children are keen to share their experiences with her. The childminder listens carefully to what children say and asks them questions, giving them time to think and respond. The childminder has high expectations for children's behaviour. She praises children for showing kindness to their peers. For example, she says, 'Well done for helping your friend.' This encourages children to continue this behaviour as they show respect to their friends when they share resources. Younger children show that they have a warm and positive relationship with the childminder. They snuggle into her for comfort and reassurance.

Children are excited to choose toys and resources to use in their play. The childminder provides activities that capture children's interests. This results in children's engagement and eagerness to learn. For example, children develop small muscles in their hands as they carefully thread beads onto a rope. When children find this difficult, the childminder offers them encouragement. This results in children showing high levels of perseverance, as they practise and develop this skill, and builds their confidence in their own abilities. Children celebrate their achievements, excited to tell the childminder when they have done it.

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

- The childminder identifies children's interests and plans activities that focus on supporting children to progress in their development. This includes helping children to develop their understanding of numbers while they enjoy being physically active. For example, children are asked to step on number mats and to count as they do this.
- Children benefit from a language-rich environment. The childminder engages in conversations and talks to children when she plays alongside them, helping them to understand what is happening. For example, when children ride in toy cars, the childminder sings songs about driving in a car. This helps to support their speech and language development well.
- Overall, the childminder works well in partnership with parents. She shares information with them about children's care and learning, keeping them informed about their child's day. However, the childminder does not offer parents suggestions about how they can continue to support their individual children's learning at home.
- The childminder encourages children to develop independence and manage their personal care needs. For example, children follow an embedded routine as they

wash their hands and faces with flannels and carefully place them in the bin to be washed.

- Children learn to behave well. The childminder uses positive strategies to support children's behaviour, such as having rules and boundaries in place. Children show their awareness of these and understand what is expected of them, such as to be kind and share with their friends.
- The childminder encourages children to talk about how they are feeling. She uses a range of stories and visual aids to support their understanding. As a result, children begin to understand how their actions can impact their peers' emotions.
- The childminder takes children to explore experiences outside of her home. For example, she takes children to the local library to look at books, and they attend groups with other childminders in the area. This enhances children's experiences and social skills as they make friends with other children.
- The childminder ensures that mealtimes are a sociable occasion. Children enjoy sitting together and are encouraged to talk about the healthy food they are eating. The childminder uses these opportunities to introduce new vocabulary as children discuss the different varieties of fruits they eat. This encourages younger children to repeat words, such as 'watermelon', helping them to build their vocabulary.
- Parents said they are happy with the care that the childminder provides. They comment that their children are making good progress and are excited to attend.
- The childminder shows dedication and passion for the care she provides for children. She reflects on her service and the ways in which she can make improvements. For example, the childminder has created a cosy book corner for children to freely access a range of books. As a result, children are spending more time in this area, sharing their favourite stories with their friends and developing their love of books.

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:

- offer parents suggestions about how they can continue to support children's learning and development at home.

Setting details

Unique reference number	2757266
Local authority	Nottinghamshire County Council
Inspection number	10349404
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 7
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Newark, Nottinghamshire. She operates all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 5.30pm, Monday to Wednesday, and 7.30am to 4.30pm, on a Thursday. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and inspector went on a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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