

Childminder report

Inspection date: 10 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Every child attending the childminder's setting receives individual and tailored education, care and support to reach their full potential. Children acquire detailed knowledge because the childminder is responsive to their play and adapts her practice accordingly to extend children's learning. For example, when children find a caterpillar, the childminder explains life cycles and helps children to identify which caterpillars turn into moths rather than butterflies.

All children benefit from the language-rich environment that the childminder provides. Children learn new words rapidly and begin to use these throughout the session. Additionally, all children are able to participate fully in the activities and make their needs known because the childminder consistently recognises early signs of communication.

Children gain social skills and learn how to take turns. Children under the age of two understand the impact of their actions on others. They realise, with a gentle reminder from the childminder, that taking toys from others is not kind. Even the youngest children show they have developed empathy and respect for their friends and return toys without hesitation. Children understand how to use new tools safely, such as scissors, because the childminder describes and models how to use them. In addition, children begin to understand why they are used in this way, as the childminder explains that it is to prevent harm to themselves or others.

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

- The childminder has a strong understanding of child development. She gathers information from families. The childminder uses observations to understand how children learn and to assess children's development. She uses this information to plan activities that include a range of different types of resources to fully immerse children in what she wants them to learn. For example, when the childminder wants children to understand different countries and traditions she encourages children to taste foods, look at photos, read stories, watch short videos and make creative items, such as masks. This helps children with different learning styles to build knowledge of the world and apply and use their knowledge in many different contexts. For example, in the garden, children recall their knowledge and work as a team. They use wooden planks to re-create their own Great Wall of China.
- The childminder has consistent, high expectations for all children's behaviour. From a young age, children are shown and reminded how they are expected to behave. Some children, where necessary, receive tailored support to understand and follow rules. This consistent approach to managing children's behaviours means children of all ages respond positively to instructions.

- The childminder considers how to help children learn more about their friends. She speaks to older children about children who have just started to attend. The childminder describes how they may not know how to play with items and it would be kind of them to show their new friends what to do. Children show high levels of respect for one another and quickly involve children who have recently started in their play. Older children enjoy showing their skills using different tools to make a pie in the outdoor kitchen, and they work together to make it bigger.
- The childminder is extremely reflective of her own practice. She places great importance on professional development. She tailors training to close gaps in learning that she identifies to ensure all children can make rapid progress. For example, the childminder has attended training on children's self-regulation, which has had a positive impact on all children. From this training, the childminder consistently provides children with strategies and time to talk through their emotions. For example, she provides a calm space with pictures of emotions. All children learn to confidently identify how they and others are feeling and to talk through their emotions with the childminder.
- Parents explain how the care and education the childminder provides are the reason their children have developed high levels of confidence and social skills. Additionally, their children's communication has significantly improved since they started attending. Parents comment on how they feel fully engaged with their children's learning and development, even after a few weeks of registering, through the childminder's excellent communication with them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2757991
Local authority	Nottinghamshire County Council
Inspection number	10349457
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminder agency between July 2022 and November 2023. She registered with Ofsted in November 2023. The childminder lives in Newark, Nottinghamshire. She operates all year round, except for bank holidays and family holidays. Tuesday, Thursday and Friday sessions are from 7.30am to 5.30pm. Wednesday sessions are from 7.30am to 8.30am and 3.30pm to 5.30pm. The childminder provides government-funded places for children aged from nine months up to four years. The childminder works with an assistant.

Information about this inspection

Inspector
Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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.
- Children spoke with the inspector during the inspection.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- 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.

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