

Childminder report

Inspection date: 24 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

The childminder knows the children well. She is aware of their individual interests and knows what they enjoy playing with. As children hit wooden sticks together to create sound, the childminder follows their lead in the play and encourages them to extend the activity. She models hitting a range of pots and tubs with the sticks to make different sounds and create music. Children laugh and smile as they play, clearly enjoying the activity. They hum along to the tune that they are creating. The childminder reminds the children of the need to be careful as they hit the pots with the sticks, to ensure that they do not accidentally hit each other's fingers and hurt their friend. Children listen to her and follow her instructions.

The childminder demonstrates new skills to children and encourages them to keep trying and find solutions to problems. She recognises when children become frustrated as they struggle to use a rolling pin. The childminder plays alongside them and models how to hold and use the rolling pin to make the dough flat. She encourages the children to copy her, praising them for their effort. When children resort to flattening the dough with their hands, she praises them for solving the problem and for their good thinking. Children show pride in their achievements.

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

- The childminder promptly recognises the signs that some children may need additional help and support with their learning or development. She understands the importance of working closely with other professionals to implement strategies that enable children to make good progress in their development.
- The childminder has a clear curriculum intent that focuses on preparing children for the next stage in their education. The childminder uses assessments of children to identify appropriate next steps in learning to encourage children to be confident to communicate, develop social skills and be appropriately independent. However, the childminder does not always use the assessment information when implementing activities. Therefore, she does not consistently promote individual children's next steps in learning.
- The childminder shares information with parents during handovers. In addition, she sends parents text messages about what the children have been doing each day, including sending them photos of their child happily playing. Parents provide positive written feedback about the service the childminder provides. They comment that their child is happy in the childminder's care. However, the childminder does not consistently support all parents to continue their children's learning at home. Therefore, not all children benefit from a shared approach to their learning.
- The childminder supports children to listen to and follow appropriate rules that promote their positive behaviour and safety. She supports children to understand

how their actions could impact on others. She praises positive behaviour, such as when they play nicely alongside each other.

- Children are beginning to learn about numbers, size and shape through their play. The childminder counts with them as they walk up and down the stairs. She draws their attention to the size difference when playing with pine cones, encouraging them to show her which is the biggest and which is the smallest.
- Children's individual care routines are met. Nappy changes are managed sensitively. The childminder talks to children as she changes them, gently reassuring them. Children are learning to be independent and know that they need to wash their hands after nappy changes and before eating. When children require a sleep, she helps them to settle by ensuring that they have their comforters. The childminder provides children with a calm, quiet space to sleep and closely monitors sleeping children to ensure that they remain safe.
- The childminder is a very reflective practitioner. She continually evaluates her practice and knowledge. The childminder researches different childcare theories and approaches and uses this information to consider ways to enhance and improve the service she provides to meet children's needs and interests. She recognises that some children have limited access to outdoor play at home. The childminder has plans in place to develop her garden further so that children have increased opportunities to develop their physical skills and their understanding of the natural world while in her care.

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:

- make better use of assessments of individual children's development when implementing activities to help children build on what they already know and can do
- strengthen the support given to parents to continue their child's learning at home.

Setting details

Unique reference number	2757997
Local authority	Nottingham
Inspection number	10349515
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Nottingham. She operates all year round, from 6.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Teresa Lester

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out joint observations of an activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views through reading written feedback.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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