

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 enjoy their time at the childminder's home. They quickly settle with their chosen activity, readily inviting the childminder and their friends to join their play. The childminder places a strong emphasis on children's developing independence skills. Children open their food packets at lunchtime and blow their noses, putting their dirty tissues in the bin. The childminder supervises two-year-old children as they confidently access the potty and learn to undress and dress themselves. Older babies are encouraged to complete simple tasks. For example, they are supported to use cutlery and provided with wash cloths to wipe their faces clean. This teaches children important skills for later life.

The childminder supports children to be mindful of others. She helps them share resources and supports them to play and learn together. For example, when some children struggle to share when their friends want the same book, the childminder helps them position the book so they can all see the pictures. The childminder encourages children to identify what is happening in the book. Children excitedly talk about the animals they can see. They develop their conversational skills, talking back and forth with the childminder about a recent outing where they saw farm animals. Children laugh, press the buttons in the interactive book and repeat the sounds it makes. This helps children learn about cause and effect.

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

- The childminder attends mandatory training, such as safeguarding and paediatric first-aid training. She is proactive and has developed a group for local childminders. This enables her to share best practice and ideas with others to enhance her provision further.
- The childminder shows genuine affection for the children in her care. Babies are well settled and cosy up to the childminder as they are given their bottle of milk. The childminder speaks to them gently as she completes nappy changing routines, and the babies' faces light up during these interactions. The childminder stokes babies' backs, giving them confidence as they play with older children. In turn, this sees older children gently stroke babies' backs and check they are happy. This helps children learn to care for their friends.
- Parents are positive about the care their children receive. The childminder provides regular updates to help parents stay fully informed regarding their child's progress. Parents state their children enjoy the numerous outdoor play opportunities and feel their children have developed their social and emotional skills.
- Children are motivated to learn and listen well to instructions. The childminder helps them learn simple safety rules, such as not running indoors and not putting small items in their mouths. Children thrive when the childminder is

involved in their play. However, when the childminder is busy completing necessary chores, she does not always plan activities to keep children occupied. This sees some children struggling to focus and standing to wait for her to return while other children start to engage in boisterous play. Children do not learn as much at these times.

- The childminder embeds early mathematical concepts in children's play. She supports children to learn about colour, size, and number. For instance, the childminder helps children construct a rainbow. Children find the different pieces to fit together, and the childminder helps them recognise the colours. Other children busy themselves building a tower, and the childminder helps children count the bricks. She uses mathematical language, such as 'small' and 'tall'. Children repeat this as they play.
- The childminder understands the importance of widening children's experiences of the world around them. For example, children thoroughly enjoy their trips on the bus and the regular visits to the library, local playgroups and parks. Children are supported to recall these outings as they look through photographs with the childminder.
- The childminder ensures children's care routines are catered for. For example, babies recognise when it is time for their bottle, and toddlers take an active part in their nappy changing routine. However, children have different lunchtimes to their friends. This sees the childminder splitting her time between those children who are eating and those who are not. At these times, the quality of interactions is less purposeful than at other times.

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 planning further to support children to remain focused and engaged in purposeful play, helping them gain the skills they need for the future
- improve the planning of routine activities so the good level of interaction and support for children's needs are maintained throughout the day.

Setting details

Unique reference number	2758755
Local authority	Nottinghamshire County Council
Inspection number	10349503
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 7
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 registered in 2023 and lives in New Ollerton, Nottinghamshire. She operates all year round from 8am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers places to children in receipt of early years funding.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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