

Childminder report

Inspection date: 9 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children in this setting look happy. When they arrive, they greet the childminder with a cuddle then quickly go to play. The day is full of giggles as children blow bubbles outdoors or play peekaboo inside. Children have opportunities to follow their interests. They choose toys and play alongside the childminder as they learn. Children explore sensory toys, such as bells and soft books, as they learn about the world around them. The children enjoy making marks with chalks outside. They watch carefully as the childminder shows them new ways to draw. Children safely learn to use the steps of the climbing frame and take care not to fall. Children explore new ways to move around. They follow instructions to keep them safe.

Children behave well. They know the routines of the setting. Children quickly learn independence skills. They try to take off their shoes and put them in the correct place. They are confident to try new activities. They love to join in with the childminder when she is reading stories. Children progress well from their starting points. They have opportunities to learn from new experiences. For example, children play with rice, shells and stones, using diggers outside. This builds on them exploring the shakers and textured books they use inside.

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

- The childminder plans activities to cover all areas of learning. Children like to explore books that they can feel, and they learn how to handle them with care. The childminder encourages children to find a mouse that is hidden on each page of the book they are reading. The childminder uses simple words so that children can learn new words quickly as they begin to talk. However, opportunities to develop young children's speech through singing and rhymes are not yet embedded.
- Children learn through their interests and are supported by the childminder. For example, children want to explore how to move so they run back and forth. The childminder counts them down to get ready and reminds them of trip hazards to be careful of. Children remain focused for long periods of time when they learn this way. However, opportunities to extend children's ideas are sometimes limited. The childminder occasionally rushes through activities. She moves children on to another activity before children are ready.
- The childminder sets a good example of how to behave. She shows children the correct ways to do things, such as gently turning the pages of a book or playing catch. Children follow instructions well. The childminder uses this to involve them in the daily routine. For example, children put away their shoes and place their drinks on the table so they do not spill. The childminder demonstrates respect to the children as she prepares them and asks permission before she cleans their face or changes their nappy.

- Children are learning to be independent. They learn to wash their hands, take off their shoes and climb at an early age. The childminder encourages children to have a go and persevere. Children develop high levels of self-esteem. They gain confidence from feeling like they are capable. The childminder offers children lots of praise. Children offer cuddles and affection to show their feelings.
- The childminder has taken steps to improve her practice. She regularly does courses online. She then tries to put what she has learned into practice with the children she cares for. The childminder has also reduced her workload. She has cut down on unnecessary paperwork to ensure she is able to spend more time with the children. She has created an additional playroom space since her last inspection. Toys are stored safely and are more accessible for children to choose from. The childminder has identified that she needs to teach more about the safe use of technology to younger children.
- Parents speak highly of the childminder. They feel well informed about what their children do each day and how they are progressing. They are happy that their children get to experience things there is not always time for at home, like going to the park, children's groups and messy play. Parents feel well supported. The childminder will often share tips for how they can work together to help the children. For example, older children are supported to improve handwriting and do homework.
- Children are well prepared for their next stages in learning. The childminder works closely with nurseries and schools. They work together to ensure children are making good progress. The childminder knows how to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise when children are at risk from harm. She knows the signs and symptoms of abuse. She knows when children may be at risk of radicalisation; this includes displays of violent behaviour and extreme religious views. The childminder has robust policies and procedures in place. She knows how to use them to report concerns. She knows how to keep records and use them to look for patterns and trends of abuse. The childminder is aware of how to report allegations against her or her family members. She ensures checks are in place to show her suitability.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- further develop ways to help young children learn to speak, for example through songs and rhyme

- extend opportunities for children to concentrate and learn more by not rushing activities
- further develop ways to teach young children about the safe use of technology.

Setting details

Unique reference number	506428
Local authority	Nottinghamshire County Council
Inspection number	10072947
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 July 2016

Information about this early years setting

The childminder registered in 2000 and lives in Selston, Nottingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education to four-year-old children.

Information about this inspection

Inspector

Donna Edwards

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector 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.
- The inspector spoke with the childminder and parents during the inspection.
- The childminder and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the childminder.
- The inspector reviewed a sample of documentation, including evidence of the suitability of people living in the household and first-aid qualifications.

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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