

Childminder report

Inspection date: 8 February 2023

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 feel safe and secure within the warm and welcoming environment. They enjoy their time with the childminder. Children have access to an inviting playroom with a range of resources. They develop their interests as they choose resources to play with. For example, children enjoy looking at the features of small world animals. They begin to learn about numbers as they show fascination when turning the hands of a clock.

Outdoor learning is thoroughly enjoyed by children. They run freely in the outdoor area as they develop their physical skills. Children set themselves challenges, such as when they use the balance bicycles. They shout 'go, go, go', and show control as they speed around the garden. Children squeal with laughter. The childminder further supports children's love of the outdoors, as she provides regular visits to local parks.

Children learn to become independent. They are encouraged to 'rub, rub, rub' their hands together during handwashing. Children are supported to put their coats on from an early age. For example, they learn to pull up the zipper. Children develop high levels of self-esteem, as they receive praise from the childminder. For example, children are told 'well done' when they use their forks to feed themselves and attempt to try new foods.

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

- The childminder effectively monitors children's development and progress. She speaks with parents before children start, so that she can gather information regarding their initial starting points. The childminder completes the progress check at age two and has a good overview of children's development. She regularly observes children and identifies how she can support their next steps in learning. As a result, the childminder quickly identifies any potential concerns regarding children's development. She shows great pride in children's achievements as she celebrates the progress they make, for example when children say their first words.
- Children enjoy looking at books, both with the childminder and independently. They join in with words they recognise and repeat familiar phrases as the childminder reads. Children learn new words as they say 'knees', and the childminder extends this saying, 'knobbly knees'. Children listen well and show good engagement during this time.
- The childminder is passionate about offering the best support for children. She completes training to develop her professional knowledge. For example, the childminder completed a course about promoting communication and language to enhance her teaching skills. She develops strategies and seeks advice from

external agencies, such as speech and language therapists, to support children further. However, the childminder does not share information about children's development with other settings they attend to provide continuity in their learning and development.

- Parents speak highly of the childminder. They say she is 'fantastic'. Parents feel reassured by the childminder and, as a result, develop a high level of trust in her. They feel well informed regarding their children's development and next steps in learning. Parents enjoy receiving photographs of the activities that children enjoy. They say this provides ideas of activities they can do at home to support children's learning further.
- Children show good levels of engagement and learning during planned activities. For example, when playing with their self-made play dough. They develop control as they use different tools, such as cutters. The childminder encourages children to make marks on the play dough. For example, they use toy animals to make animal footprints. Children are supported to create different shapes, such as circles. However, the childminder does not carefully consider the preparation of lunch and snack time routines to use these times as learning opportunities for children. Although children appear content, they often watch television during meal preparation times rather than continuing their learning.
- The childminder effectively supports children's communication and language skills. She repeats words and sounds throughout children's play and during daily routines. The childminder takes the time to support children in learning new words. As a result, children build their vocabulary and confidently attempt to say the new words they hear, such as 'giraffe' and 'elephant'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in keeping children safe. She is knowledgeable regarding the main types and signs of abuse. The childminder is aware of local safeguarding concerns, such as county lines and radicalisation. She ensures her knowledge is continually refreshed, as she completes online courses and face-to-face training through the local authority. The childminder has completed training about online safety. This supports her in widening her knowledge of the potential risks when children use the internet. The childminder carries out risk assessment of her environment to ensure children remain safe. For example, she checks the outdoor garden before children access this area.

What does the setting need to do to improve?

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

- strengthen daily routines to further promote children's learning, particularly during snack and lunchtime preparations

- strengthen links and information sharing with other settings children attend to support continuity in their learning and development.

Setting details

Unique reference number	EY101595
Local authority	Nottingham
Inspection number	10265134
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Clifton, Nottingham. She operates all year round, from 8.30am to 5pm, Monday to Thursday, except for one week at Christmas, bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She offers funded early education for two-, three- and four-year-old children. The childminder is registered to work with an assistant.

Information about this inspection

Inspector
Sarah Davies

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 setting.
- The inspector carried out a learning walk and discussed the curriculum with the childminder.
- The inspector carried out observations of the teaching and practice.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and household members.
- The inspector spoke to parents to gain feedback regarding their views of the childminder.

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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