

Childminder report

Inspection date: 10 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for children's learning. She encourages them to develop their mathematical skills, for example, through everyday routines. The childminder counts the number of steps younger children take when they go down stairs in her home. She counts the number of chimes her clock makes on the hour. As a result, younger children begin to repeat some of the numbers she uses.

The childminder offers children unique opportunities to learn about the world around them. For example, when she walks with them in the street, she encourages children look at footprints in mud. Children make their own footprints and look at the patterns that make. Children have fun when they try to jump onto their shadow on the ground.

Children arrive happy and demonstrate that they feel safe and secure. The childminder is very patient and gives children plenty of time to complete tasks on their own, promoting their independence. Children know the routine when they arrive and take off their shoes and coats. When younger children sometimes struggle to put on their shoes, the childminder encourages them to keep trying. Children persevere and show a positive attitude to learning.

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

- The childminder actively encourages positive behaviour. She gives children verbal praise, a 'high five' and claps her hands to recognise their achievements. She places a high focus on encouraging children to use good manners. Children behave well and are polite.
- The childminder extends her professional development. This helps to deepen her knowledge of how to support children's communication and language development. For example, she uses sign language when she uses key words, such as 'please' and 'thank you'. Children copy the actions and repeat the words. The childminder talks to children about what they are doing. This contributes to their listening, understanding and speaking skills.
- The childminder uses her curriculum to complement and broaden the experiences children receive at home. She takes them to different places of interest, such as the park, museums, castles and the seaside. This helps to develop children's knowledge of their local community.
- The childminder knows children well. She plans activities and also follows children's interests. For example, she offers them experiences to explore when they play with toy dinosaurs. Children investigate different textures when they stomp the dinosaurs through ice, water and snow.
- The childminder offers children healthy snacks and meals. However, occasionally she does not make the most of opportunities that arise in children's play to help

them to develop their understanding of nutritious foods and how these contribute to a healthy lifestyle.

- The childminder reflects on her practice. Changes made since her last inspection include gathering further information from parents about what their children know and can do when they first start. This helps her to plan for what children need to learn next. Children make good progress from their starting points in learning.
- The childminder talks to parents daily and shares photographs with them of their children's achievements. Parents comment positively about the childminder. They say that she is 'kind, caring and knows children's individual needs well'.
- The childminder encourages younger children to develop the muscles in their hands in readiness for writing skills when they move on to school. For example, she shows them how to use tweezers to pick up objects. Children learn new skills and develop their hand and eye coordination.
- The childminder provides children with some opportunities to take and manage risks. Children use knives safely when they butter their toast for a snack. However, the childminder does not consistently support children to develop their knowledge of potential risks when they use technology to access the internet.
- The childminder shares information about children's learning and development with other early years settings they also attend. This helps to promote consistency in the experiences they receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and where to report concerns about children's safety and welfare. She ensures that herself and her assistant attend child protection training to keep their knowledge up to date. The childminder has written policies and procedures in place to support her practice and shares these with parents. She gathers permission from parents to leave their children for a maximum of two hours with her assistant. The childminder and her assistant maintain first-aid qualifications. This helps them to respond appropriately in the event of an accident or emergency.

What does the setting need to do to improve?

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

- make the most of opportunities to encourage children to develop an understanding of nutritious foods to support their knowledge of a healthy lifestyle
- strengthen opportunities for children to develop their knowledge of potential risks when they use technology to access the internet.

Setting details

Unique reference number	EY102137
Local authority	Nottinghamshire County Council
Inspection number	10114413
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 14
Total number of places	6
Number of children on roll	19
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 2002 and lives in Misterton, Doncaster. She operates all year round from 7am until 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works occasionally with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the premises that children use.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents, teachers from the local school and other childminders through discussions and reading the written feedback provided.

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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