

Childminder report

Inspection date: 3 September 2021

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 are happy and show that they feel safe and secure. They demonstrate positive relationships with the childminder. Children ask the childminder to tickle their feet, and when she does they laugh together. Children confidently explore their surroundings and choose toys that interest them. They begin to develop pencil control and show good hand-to-eye coordination when they use crayons on paper to draw pictures. Children are curious to explore the different coloured crayons and tell the childminder that they are drawing a 'rainbow'.

Children's abilities are stretched by the childminder when they struggle to attach pieces of equipment together. The childminder offers suggestions about how they can fix it, such as to 'turn it around' and 'push it down'. Children listen, follow instructions and solve problems, which enables them to complete tasks on their own. Children are physically active. They move their bodies in different ways when they dance to the sound of a guitar that is played. Children learn to use good manners and to be polite. For instance, the childminder gives children gentle reminders to say 'please' and 'thank you' when they ask for and receive a drink. Children behave well. For instance, they take turns to speak when they hold conversations with the childminder.

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

- The childminder works in partnership with parents and the local authority to support the individual needs of children with special educational needs and/or disabilities. She completes relevant training courses to help extend her knowledge of how to support children with their additional needs. This helps the childminder to understand why some children do things in a certain way and how to support them, for example providing a daily routine for children to help them manage their behaviour.
- The childminder supports children's emotional well-being. For example, when children first start attending, she offers them settling-in sessions. Children attend for short periods of time and increase this gradually. This helps them to become familiar with the childminder and her home.
- Through discussions with parents, the childminder is aware that some children have limited opportunities to explore messy play activities. Because of this, she ensures that children have plenty of opportunities to explore different textures, such as paint, pasta, foam, sand and soil. This helps to broaden the experiences children receive.
- The childminder reflects on her provision, to ensure that she uses her knowledge of children's interests enough, to support their learning. For example, she purchased toy trains and a train track so that children could extend their interest in small-world play and their understanding of trains.

- The childminder has not thought about ways in which she can share information about children's achievements with other early years settings that children also attend to support more consistency in their learning.
- The childminder praises children's achievements. For instance, she says 'well done' when children complete tasks, helping to raise their self-esteem. The childminder has rules and boundaries in place to promote positive behaviour. These include 'choose it, use it and put it away'. Children follow these rules and demonstrate an awareness of the expectations in the childminder's home.
- Parents comment positively about the childminder. They say that their children repeat nursery rhymes at home that they have learned with the childminder. This supports children's understanding of rhyming words and helps to develop their speaking skills. However, the childminder does not consistently provide parents with information to support their children's learning at home.
- The effective use of observations and assessments helps the childminder to plan activities to support children's progress. She identified that children needed support to understand numbers and counting, and offers them opportunities to develop this aspect of learning. For example, when children play a fish game, the childminder asks them to count the number of fish. When children count to nine, she asks them 'What is next?' and children reply '10'. Children listen well when the childminder asks them questions. These are key skills children need in preparation for their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedure to follow if an allegation of abuse is made against herself or a member of her family. She has a good understanding of how to identify the signs and symptoms of abuse. This includes if a child is being exposed to extreme views and beliefs. The childminder knows where to report concerns about children's safety and welfare. She ensures that children are safe in her home. For example, she locks the front door after children arrive, which ensures they cannot leave unsupervised. The childminder maintains a relevant first-aid qualification. She keeps a first-aid box in her home and takes one on outings. This helps her 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:

- provide all parents with information about how they can support children's learning at home
- develop ways to share information about children's learning with other settings they also attend.

Setting details

Unique reference number	EY219741
Local authority	Nottinghamshire County Council
Inspection number	10073053
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	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Selston, Nottingham. She operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to parents during the inspection and took account of their views.

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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