

Childminder report

Inspection date: 22 December 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 show positive relationships with the childminder. They sit on her knee to complete puzzles and are keen to share their thoughts with her. When children complete puzzles, the childminder models how to share, encouraging children to do the same. The childminder asks children to pass puzzle pieces to their peers, supporting them to show kindness to others. Children show fascination when they are given a disco light to explore. The childminder helps them to learn how to turn it on and talks to them about the different coloured lights it projects. Children are excited to show and tell the childminder and visitors when the lights reflect on their hands and clothing, showing an understanding of what is happening.

Children develop their language skills. For example, the childminder repeats words children say, helping them to hear the correct pronunciation. She introduces new words for children to learn, such as the colours of cups that children stack on top of each other. Children have opportunities to take and manage risks. For example, when younger children want to climb onto a chair to sit and join an activity, the childminder allows them to do this. The childminder stands close by to support, if necessary, and to promote children's safety when they challenge their physical skills.

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

- The childminder has failed to notify Ofsted of a significant event, namely regarding changes to her health. This is a breach of requirements. However, this failure does not significantly impact children's safety, care and learning.
- The childminder gathers feedback from parents when reflecting on what she offers children in her care. She makes changes to improve children's experiences. For example, she rotates toys and resources, providing children with opportunities to choose what they want to play with. This contributes to igniting their interests in a range of new play ideas.
- The childminder extends her professional development. For example, she researches information to help develop her knowledge of how to support children's language skills, such as to read more stories to children.
- The childminder uses observations and assessments of children's learning to help identify how to she can support children to build on their development. This includes helping children to develop the muscles in their hands in preparation for early writing skills. For example, the childminder asks children to peel stickers from paper. Children say, 'I did it' when they are given time to complete this on their own.
- Parents comment positively about their children's relationship with the childminder. They say that their children adore her and love to be in her home. Parents appreciate how much the childminder has helped their children to

develop their speaking skills.

- The childminder holds daily discussions with parents and sends them photos of activities children take part in. This helps to keep parents informed about their children's day. However, the childminder does not give parents ideas and suggestions about how they can provide experiences to help build on children's learning at home.
- Children are asked to play games together that encourage them to share the toys and resources they play with. For example, the childminder asks children to sit on the floor, facing each other and to roll toy cars back and forth between them. The childminder praises children for their achievements, helping to raise their self-esteem and to support children to understand what is expected of them.
- The childminder provides children with healthy snacks and drinks, contributing to a healthy diet. However, the childminder does not support children to understand the importance of oral hygiene and how this can contribute to their good health.
- Children are provided with opportunities to develop their confidence in different social situations. For example, the childminder takes them to toddler groups, where they mix and interact with a range of different children and resources.
- The childminder makes daily routines, such as tidy-up time, a fun activity for children. For example, she sings a song about tidying away toys. Children react positively to this and quickly put toys away. This helps them to take responsibility for caring for the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She knows the potential risks children are being exposed to in the local area. The childminder understands how to identify and report any concerns she may have regarding children's welfare or safety. The childminder carries out safety checks in her home. For example, she uses a safety gate to stop children from accessing the kitchen on their own. The childminder shares information with parents when children have accidents in her care and gathers permission from them to administer children's medication.

What does the setting need to do to improve?

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

- offer parents ideas and suggestions about how they can continue to build on their children's learning at home
- support children to develop an understanding of the importance of oral hygiene.

Setting details

Unique reference number	EY226976
Local authority	Nottingham
Inspection number	10300948
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2003 and lives in Nottingham, Nottinghamshire. She operates all year round from 7am until 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 has 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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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.
- Written feedback from parents was reviewed by the inspector, who 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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