

Childminder report

Inspection date: 15 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's home, where they are confident in their surroundings. The childminder encourages children to do things for themselves. For example, children put on their boots and coats for a trip to the park. This helps to develop children's growing independence skills. The childminder models how to stop, look and listen, ensuring children's safety as they learn to cross the road. Children follow the childminder's instructions and hold hands. This helps children learn to keep themselves safe.

The childminder provides children with opportunities to develop their physical skills. Children use their muscles as they climb outdoor equipment, play racing games with their friends and jump in puddles. The childminder is responsive to children's interest in the world around them. She encourages children to feel the rough bark on trees and the soft moss on walls. Children are inquisitive and politely ask about birds they see. The childminder suggests they research this while encouraging children to name birds they already know. Children notice rainbow colours on the road. The childminder gives children time to look, explaining there must be oil on the road which has mixed with the rain and made a rainbow effect. This helps support children's growing curiosity and builds on their emerging interests.

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

- The childminder knows the children well. She works with families to share ideas that parents can try at home. This includes sharing effective behaviour management strategies and ideas to support children's next steps in learning. This helps children make good progress in their development.
- The childminder embeds supporting mathematical skills into children's activities. She encourages children to identify colours, count to five and name simple shapes within the environment. The childminder extends this further by showing children repeating colour patterns and helping them count backwards. Children learn mathematical language such as 'higher', 'lower', 'tall' and 'small'. To this end, children gain a good understanding of early mathematical concepts.
- The childminder provides activities to strengthen children's small muscles. These help children practise the skills they need for early writing. Children use felt tip pens to trace lines and draw shapes on paper. In addition, they work with the childminder to build towers from small colourful bricks. Children pretend to be hairdressers. They gently brush the childminder's hair and focus as they attempt to attach hair clips. Children continue trying until they succeed. This helps children learn to persevere.
- The childminder provides children with healthy meals and snacks. In addition, during outings, she reminds children to drink water to stay hydrated. Children are supported to establish good hygiene practices. For example, they are

reminded to wash their hands after toileting and before eating.

- The childminder provides opportunities to prepare children for the next stage in their education. For example, she encourages children to complete tasks to help develop their independence. In addition, children learn to take care of resources and be respectful to others. However, children are not consistently encouraged to understand and follow the childminder's expectations during mealtimes. For instance, some children do not sit on chairs properly when eating lunch. This sees them flit back and forth to the table before they have finished their meal. This does not prepare them for the behaviours expected at school.
- The childminder is well qualified. She undertakes regular training to refresh her knowledge and enhance her provision. The childminder has developed good relationships with the local school. This enables her to gain ideas and advice on extending children's learning further.
- Overall, the childminder supports children's developing communication and language skills. She models language for children, repeating back words correctly that children mispronounce. However, at times, the childminder asks questions and presents large amounts of information in quick succession. Children are not provided with enough time to think and respond. This limits children's opportunities to think and share their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- establish more consistent behaviours at mealtimes to better support children's understanding of expectations
- give children time to process their thoughts to enable them to respond to questions and express their ideas.

Setting details

Unique reference number	EY227380
Local authority	Nottinghamshire County Council
Inspection number	10311979
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder is based in Worksop, Nottinghamshire. She registered in 2002. She operates all year round from 7.15am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024