

Childminder report

Inspection date: 21 March 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 are happy and show they are comfortable in the childminder's home. They sit together with the childminder and assistant, listening to familiar stories. Children point to pictures in the book, while some children jump up and down and pretend to splash in puddles. Children have a positive attitude to learning and are eager to take part in the activities the childminder provides. This is evident as children explore and investigate a sensory activity. The younger children develop their physical skills by tipping and pouring rice and pasta into jugs. The older children use magnifying glasses to investigate the different colours and numbers hidden within the activity.

Children develop their knowledge of healthy lifestyles. They talk about healthy drinks and how water is good for you. Children learn about their teeth and how to keep them clean. They use toothbrushes and toothpaste to brush pictures of teeth. Children talk about visiting the dentist, saying that the dentist looks in your mouth for cavities.

Children make music while listening to songs. The younger children share a tambourine, making a beat by banging the musical instrument with sticks. It is evident that they are having fun, as they smile at each other throughout.

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

- The childminder promotes children's independence skills well. For example, children wash and dry their hands after getting messy and before eating. Children help the childminder tidy up when they have finished an activity. They use dustpans and brushes to sweep up rice and pasta and empty it into a bag.
- The childminder and assistant ensure that care practices are engaging for the children. For example, while changing nappies, they talk to the children and play games. Children laugh and giggle as the assistant plays a game of hide and seek.
- The childminder and assistant are positive role models for children. They are consistent in reminding children to use their manners. For example, children thank the assistant when she provides some funnels for them to use in an activity. Children behave well and know what is expected at the childminder's home. Children learn about the rules from a young age. For example, children are reminded what they can and cannot play with in the childminder's home.
- The childminder finds out about children's experiences at home. She plans activities to broaden these experiences and to further extend children's learning. For example, the childminder takes children to visit the local parks. Children extend their social skills by meeting others in fun social situations. They develop their physical skills by learning to climb, and they navigate a range of play

equipment.

- Partnerships with parents are effective. Parents talk about the progress that their children have made during their time with the childminder. The childminder uses a range of methods to share information with parents on a day-to-day basis. Parents comment how their children have fun and how they never want to leave to go home. However, the childminder does not provide information to parents to help them to continue their children's learning at home should they wish to do so.
- The childminder reflects on her practice and implements a curriculum that considers children's interests. She understands that children learn through play and provides activities to enhance their future learning. For example, children are supported to develop their writing skills by using chunky chalks. Older children write numbers and draw smiley faces, while the younger children make marks and roll the chalk across the table.
- The childminder and assistant promote children's communication and language skills. They use eye contact and get down to the child's level as they talk to the children. The childminder and assistant speak clearly and hold conversations with the children. However, sometimes, during adult-led activities, they do not always model single words to help younger children to develop their early language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of safeguarding issues. She knows the signs to look out for and the process to follow to ensure children are kept safe. She knows the procedure to follow if she has a concern about a child's welfare, and she knows how to deal with an allegation against an assistant or member of her family. The childminder and assistant complete training to keep their knowledge of safeguarding up to date. They supervise children well and are skilled in visually identifying risks and removing any potential hazards.

What does the setting need to do to improve?

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

- develop the modelling of single words during adult-led activities to promote and support early language development for younger children
- offer information to parents that will help them to support their children's learning at home should they wish to do so.

Setting details

Unique reference number	EY229710
Local authority	Nottinghamshire County Council
Inspection number	10263932
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 11
Total number of places	12
Number of children on roll	13
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Carlton, a suburb of Nottingham. The childminder operates Tuesday to Friday, all year round, from 7am to 6pm, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Townrow

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk of the childminder's provision. The inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder showed the inspector relevant documentation and evidence of the suitability of the childminder.
- Parents spoke to the inspector on the telephone, and she took their views into account.
- The childminder took part in a joint observation with the inspector.
- The inspector talked to the assistant throughout the inspection.

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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