

Childminder report

Inspection date: 10 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 show confidence as they play happily in the stimulating, safe and warm environment of the childminder's home. They display independence as they select toys and lead their own play. Children explore the recent snowfall with awe and wonder as they play outdoors. They watch as the snowflakes fall and observe the marks left in the snow from their feet.

Children discover and compare small wooden animals. They are supported to develop their knowledge of size as they handle each animal, lining them up and carefully pointing to each one as they are encouraged to count. Children practise their problem-solving skills as they manoeuvre and fit shapes into peg boards. They smile proudly as they achieve their task.

Children develop their imaginative play as they create meals in the role-play kitchen. They pretend to pour tea into cups, drink the contents and eagerly hand more cups out to visitors. Children fill saucepans and tip out the contents onto plates and bowls. Children begin to develop their small-muscle and coordination skills as they explore balls, bouncing them and skilfully catching them. They test out their ideas as they place the balls into a series of different-sized containers, watching as they drop them in to find out which containers hold the balls and which ones are too small.

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

- The childminder has a curriculum that prepares children for their next stage and as they move on to school. Her in-depth knowledge of each child ensures that the programme of learning is relevant and interesting. However, at times, the childminder does not recognise how to provide suitable extension for those who are interested in new experiences, such as seeing the falling snow. This results in children not always gaining individual learning during activities.
- The childminder provides nutritious and tempting home-cooked meals and snacks. She encourages children to taste new foods through the meals she provides. Fresh fruit and drinks are out and readily available for children to select. The childminder teaches children about how to keep their teeth healthy through activities and experiences. For example, each child has their own toothbrush at the childminder's home, and they are encouraged to brush their teeth after meals.
- Parents speak favourably about the kind and caring childminder. They feel supported in their child's development, as the childminder shares information on a daily basis. Parents say that the highly recommended childminder is professional and loving in her approach, providing home-from-home care and building good relationships with families and their children.

- The childminder places emphasis on supporting children's communication and language skills. For example, she provides an ample source of books for the children to explore and provides rhymes and songs that are appropriate to their age and stage of development. However, the childminder does not always support children's critical-thinking and communication skills. For example, she does not always give children the chance to think about and respond to questions she has asked.
- The childminder encourages children to be independent. For example, when changing nappies, she encourages children to stand and pull their clothes up. Children are given time and encouragement as they put their shoes and coats on for outdoor play.
- The childminder uses the vibrant and stimulating community to provide additional experiences for children. For example, children learn about animals as they visit local farms. They gain experiences to develop their large-muscle skills as they visit parks and learn about how things grow when they plant seeds and visit the community gardens. This helps children to learn about the wider world.
- The experienced and passionate childminder is reflective in her approach to enhancing her provision. She ensures that she attends regular courses to help her understand and develop her knowledge of early years practice. The childminder makes use of a regular network of other childminders in the area to share best practice and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She recognises the signs and symptoms that indicate that a child may be at risk from abuse. The childminder understands how to escalate any concerns she may have and reports these concerns effectively. She has created effective policies and procedures that she reviews regularly and shares with all parents. The childminder recognises the importance of following the correct procedure to report and manage allegations. She completes a comprehensive set of risk assessments to minimise any hazards, both at home and on outings.

What does the setting need to do to improve?

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

- develop skills to effectively extend learning during children's unplanned play
- maximise interactions with children to develop critical-thinking and communication skills.

Setting details

Unique reference number	EY233652
Local authority	Nottingham
Inspection number	10276163
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 July 2017

Information about this early years setting

The childminder registered in 2002 and lives in Clifton, Nottingham. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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