

Childminder report

Inspection date: 22 May 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 playing alongside the childminder, such as in their role-play experiences. They develop their imagination, as they pretend to put nail varnish on the childminder's fingers, saying it is 'purple'. This shows the close relationships children have with the childminder, demonstrating that they feel secure in her care. During snack times, children are shown how to use knives safely to cut their fruit, helping them understand how to keep themselves safe.

Children are encouraged to think about how they can solve problems in their play. For instance, when they try to put a toy dummy in a doll's mouth and it does not fit, the childminder asks them to try different dolls. Children listen, follow instructions and persevere until they get the correct doll. Children play games with their peers and the childminder. They are supported to learn how to share, the childminder reminds them when it is their turn. When children push down pretend teeth when they play a crocodile game, they smile and show excitement as they anticipate the crocodile's mouth closing on their hands. Children are supported to develop the muscles in their hands in preparation for early writing skills. For example, the childminder shows them how to use large tweezers to pick up small objects.

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

- The childminder supports children to develop their communication and language skills. For example, if children say words incorrectly, the childminder repeats them correctly, helping them hear the correct pronunciation. The childminder introduces new words to help children build on their developing vocabulary. This includes using the word 'plaque' when helping the children understand how they can keep their teeth clean.
- Prior to children starting, the childminder invites them to attend settling-in sessions. She invites children to take toys home with them so they can bring these back the next time they attend. This, as well as encouraging children to bring comforters from home, helps them to settle quickly.
- Children are supported by the childminder to be socially prepared when they move on to other early years settings. For instance, the childminder takes children to playgroups to encourage them to mix and interact with children of a similar age.
- The childminder helps children to learn about similarities and differences in people. For example, she takes them to a disability day centre, where they interact with adults with disabilities. The childminder supports children to understand why, for instance, some people are in wheelchairs.
- The childminder develops strong relationships with parents. Parents comment positively about the childminder and her co-childminder. They say they are

always welcoming, well organised, and children have tremendous amounts of fun.

- The childminder shares information with parents about children's daily routines and activities they enjoy. This helps to keep parents informed about their children's day. The childminder supports parents to continue their children's learning at home. This includes providing them with games to share with their children to help develop their speaking skills.
- The childminder uses information from parents about children's prior learning and interests, along with her observations and assessments, to help identify what children need to learn next. However, occasionally, when she plans adult-led activities, the childminder quickly moves children on from one activity to another. This does not give children enough opportunity to put what they learn into practice or to extend and consolidate their learning.
- The childminder has rules and boundaries in place in her home, helping children to understand what she expects of them. This includes asking children to sit on chairs around a table when they eat, helping to promote their safety. The childminder praises children for using good manners, such as when they receive food at snack time.
- The childminder involves her co-childminder and children as she reflects on the environment she offers. For instance, she takes children to a lending toy library, where they choose what they would like to bring back to her home. Children recently selected outdoor resources, which they have used to help build the muscles in their arms.

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:

- develop the planning and provision of group activities to help children independently extend and consolidate their learning.

Setting details

Unique reference number	EY235426
Local authority	Nottinghamshire County Council
Inspection number	10338366
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	4
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Sutton-in-Ashfield. She operates Mondays and Tuesdays from 8.30am until 9am and from 3.15pm until 6pm. On a Wednesday, Thursday and Friday, she operates from 8.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3. The childminder works with her partner who is her co-childminder.

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 the 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 and reviewed a sample of documentation.
- 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.

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