

Childminder report

Inspection date: 11 August 2022

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 have strong relationships with the caring childminder. Children giggle in anticipation when the childminder tries to find them during a game of hide and seek. Children are happy and confident to explore the environment. The childminder creates extremely exciting activities. The children are fascinated and curious to learn. They spend long periods of time immersed in play.

Children are encouraged to test out their own ideas. They enjoy working out how to move a stone down a drainpipe using water. They clap and cheer when they succeed. Children have opportunities in their play to build on past experiences. They talk about seeing an ambulance and recall that the lights were blue and flashing. Children are inquisitive about the natural world, and the childminder embraces this. They grow vegetables and plants from seeds. Children look at patterns on pebbles and investigate what is inside beans as they pull them apart.

Children's confidence and self-esteem develop well as the childminder shows genuine joy in their achievements. Children are enthusiastically praised constantly. They are learning to keep trying when they run into difficulties. The childminder is close by to give support and encouragement if needed. Children behave extremely well and are polite. Even the youngest of children use manners without being prompted. Children enjoy helping to tidy away the toys. They excitedly shout 'I did it, I did it' when they are finished.

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

- The childminder has clear intentions for children's learning. She uses her own observations and information from parents to plan meaningful experiences. Children's next steps are sequenced and well thought out. As a result, children make good progress from their starting points. The childminder has identified gaps in children's learning due to the COVID-19 pandemic. She has developed a plan focusing on behaviour and language development to help children who need extra support.
- Children are exposed to mathematical language and concepts throughout the day. The childminder constantly uses words such as 'big', 'tall' and 'heavy'. She counts stones as younger children drop them into water. Older children predict whether items will float or sink. They enjoy testing out their thoughts to see if they were right. Children are supported to solve problems independently. They discover that they cannot carry water in a colander and think hard about what they could use instead.
- The childminder has extremely good relationships with children and their families. She finds out information about children's lives at home. This supports her to understand and respond to children's needs. Parents discuss how the

childminder is knowledgeable. They talk about how they go to her for advice about issues such as potty training or ideas for mark making. Children benefit from the continuity of strategies between the setting and home.

- Children are given plenty of opportunities to be physical and active. The childminder and her assistants regularly take children out into the local community. Children enjoy running around in open spaces and using the equipment at the park. However, the childminder is not yet promoting an understanding of other aspects that constitute a healthy lifestyle, such as healthy eating. Although children enjoy healthy snacks, the childminder does not discuss the importance of healthy eating with them.
- Children are given opportunities to develop their independence. The childminder uses familiar routines to promote this, such as washing hands at snack time. She tells children to 'make bubbles' to encourage them to use soap properly. The childminder gives children time and waits patiently for them to put on their shoes themselves to get ready to go outside.
- Children's communication and language are well supported. The childminder introduces new words naturally into play. She says dribble and scrub as children wash cars using sponges. The childminder knows the importance of being at children's level and giving eye contact. She listens attentively when children speak and skilfully extends their thinking.
- The childminder has a clear plan to improve. She has evaluated practice and identified training needs for herself and her assistants. The childminder and her assistants have discussions about children and the next steps in their learning. However, the childminder has not yet established an effective supervision process for her assistants. Therefore, they are not given focused time to receive support and discuss professional development to raise the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding issues. She is aware of the signs and symptoms that may indicate that a child is at risk from harm. The childminder knows the relevant agencies to contact if she has concerns about a child's safety and welfare. She knows her responsibilities with regard to allegations against those living or working with children. The childminder completes regular risk assessments of her home and garden to ensure that it is safe for children. She is fully aware of the potential dangers of children being online and communicates this to parents.

What does the setting need to do to improve?

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

- strengthen children's knowledge of what constitutes a healthy lifestyle

- develop an effective supervision process to give assistants focussed time to receive support and discuss professional development to raise the quality of teaching.

Setting details

Unique reference number	EY239100
Local authority	Nottinghamshire County Council
Inspection number	10231725
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	14
Number of children on roll	11
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 2002 and lives in Hucknall. She operates her service from 7.30am until 5pm, Tuesday to Thursday, all year round, except for bank holidays and family holidays. In addition, her setting operates from 7.30am until 8.45am and 3.15pm until 5pm, Tuesday to Friday, during term time. The childminder holds an appropriate qualification at level 5. She works with two assistants. The assistants both hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Leonie Miller

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 setting.
- The childminder and the inspector carried out a joint observation of practice.
- The inspector sought the views of parents.
- The inspector observed interactions between the childminder and children.
- The childminder and the inspector completed a learning walk and discussed the intention for learning.
- The inspector viewed key documentation, including evidence of the suitability of those living or working on the premises.

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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