

# Childminder report

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Inspection date: 21 August 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and thrive in the care of this warm and nurturing childminder. They benefit from her clear and consistent routines, which helps to support children to separate easily from their parents and settle quickly in their play. Children are engrossed as they explore sea creatures in cooked spaghetti. They demonstrate positive attitudes to learning as they persist and carefully hold their fishing rods to connect the magnets. Children giggle with delight and clap and cheer as they celebrate their catch with the childminder.

Children spend lots of time in the well-equipped garden area. They learn to master their skills, such as balancing and pedalling as they access a wide range of wheeled toys. Children develop their coordination as they scoop and pour coloured rice into containers and dig in the wet sand. They enjoy being physically active and taking turns to run after balls that they roll down guttering.

Children's behaviour is very good. The childminder is an excellent role model, and the children are encouraged to be polite and use good manners. They are kind and caring with their friends. The childminder uses gentle reminders to reinforce her high expectations of their behaviour and explains why it is important to share. At tidy-up time, children are eager to help. They use brushes and a hand-held vacuum cleaner to enthusiastically clean up rice from the floor.

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

- The childminder reflects on her provision and the learning environment she provides. For example, she has recently added more natural resources to improve children's exposure to textures and develop their understanding of the world. Children demonstrate high levels of engagement as they play and explore using balls made from willow to roll and throw. They share meaningful conversations with the childminder as they discuss the different materials they explore.
- Children benefit from mathematics being introduced into all aspects of play. The childminder skilfully identifies opportunities for children to practise their early number skills. For instance, children count as they sing rhymes and order and sort toys. They develop an understanding of concepts relating to size and measure as the childminder introduces mathematical terminology, such as 'long' and 'big' as well as 'full' and 'empty', as they scoop and pour coloured rice.
- The childminder understands the importance of supporting children's communication and language skills. She speaks clearly and models language well. The childminder introduces new vocabulary, such as 'slimy' and 'squishy'. She repeats words to support children's pronunciation. The childminder asks meaningful questions as she interacts in children's play and encourages them to

extend their sentences.

- Children have plentiful opportunities to learn about their local community and extend their experiences. For example, the childminder takes children to play parks, nature reserves and local garden centres. They visit shops to purchase ingredients for baking activities and access toddler groups to socialise with other children.
- Children behave very well. They enjoy taking part in daily routines, such as tidying toys away before they begin a new activity. They help their friends to sort the toys and smile as they receive praise for their efforts. Children are kind to each other. For instance, older children provide younger children with their comforters as they rest.
- Partnerships with parents are good. The childminder's communication is extremely effective. Parents describe the childminder as 'very professional' and say that she provides a 'homely environment'. Parents appreciate the various planned activities and trips that the childminder provides. They receive regular updates about their children's progress and ideas for supporting learning at home.
- The experienced childminder is committed to providing good-quality care and works well with her co-childminder. They have regular meetings to discuss the provision and how to improve the learning experiences the children receive. She maintains mandatory training, such as paediatric first aid, and researches ways to enhance her provision. However, the childminder has not fully explored ways to continually develop her skills to help children make the very best possible progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect the children in her care and the importance of being alert to issues and concerns in a child's life. She attends regular safeguarding training to keep her knowledge and skills up to date. The childminder confidently identifies the possible signs and symptoms of abuse. She knows what to do should she have any concerns about a child's welfare. She is knowledgeable about safeguarding issues, such as female genital mutilation and radicalisation. She risk assesses the environments used by the children to keep them safe in her care.

## What does the setting need to do to improve?

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

- seek further ways to enhance professional development opportunities, focusing more specifically on developing an expert knowledge of teaching and learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY248490                                                                          |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10295345                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 1 December 2017                                                                   |

## Information about this early years setting

The childminder registered in 2009 and lives in Bramcote, Nottinghamshire. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with a co-childminder. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Louise Harris

## 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 inspector and the childminder completed a learning walk of the setting, inside and outdoors, and discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder to assess the quality of education.
- Parents shared their views of the childminder with the inspector.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The childminder shared a sample of documents with the inspector. This included evidence about training.

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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