

Childminder report

Inspection date: 27 January 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 a positive relationship with the childminder. They demonstrate that they feel safe and secure in her home. For example, children cuddle into the childminder and sit on her knee to listen to stories. One-year-old children cover their faces with their hands and play peekaboo. The childminder copies their actions and they laugh together. Children play cooperatively and share toys with their friends. For example, they take it in turns to put their hands into a box to feel and reveal the objects inside.

Children are supported by the childminder, who has a good knowledge of their abilities and how to help them progress. For instance, children gain an understanding of rhyming words when the childminder sings nursery rhymes with them. She stops before she finishes sentences in the rhymes and gives children time to add the missing word. Children are excited to explore and investigate objects. They stick straws through a ball of wool and think about how to unravel the wool. Children show good imaginative skills. They use a toy teapot and pretend to make the childminder a drink. They tell her, 'You can have a cup of tea too.' Parents comment on how much their children's speaking skills have developed since being in the childminder's care.

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

- The childminder focuses her curriculum on supporting children to develop their communication and language skills. When necessary, she works with other professionals to help close any gaps in children's speaking skills. The childminder provides a language-rich environment where children hear words being used regularly. For example, the childminder talks to children when she plays alongside them. When children say a word incorrectly, the childminder repeats the word, helping them to hear the correct pronunciation.
- The childminder plans activities to help children learn about the world around them. She takes them for walks in the street, where she shows and talks to children about the roadworks and large transport vehicles they see. The childminder helps children to make links between what they see in the community and their play. For example, children are excited to explore cereal in a tray with toy trucks and diggers. They develop the muscles in their hands when they use tweezers to pick up cereal to fill toy trucks.
- Children behave very well. They receive gentle reminders from the childminder to use good manners. Children receive praise from the childminder, such as when she says 'thank you for helping' when they work with her to attach tape to cardboard tubes. This boosts children's self-esteem and encourages positive behaviour.
- The childminder works well with other early years settings that children also

attend. She shares information with staff about children's development and how she intends to support their progress. This helps to promote consistency in children's learning and development.

- The childminder is reflective in her practice. She gathers feedback from parents about the care she offers their children. The childminder is committed to promoting good outcomes for children. Since her last inspection, she has made changes to how she supports younger children, in particular, to learn through their senses. For instance, the childminder offers children opportunities to explore and investigate the texture of sand, cereal, oats and water.
- Children develop skills for future learning, for example independence. The childminder encourages children to do things for themselves, such as putting their coats on with minimal support. She encourages children to open food packaging at lunchtime.
- The childminder completes relevant training online to extend her knowledge of how to keep personal information about children safe. However, the childminder has not identified ways to extend her professional development in relation to supporting children's learning further. The childminder does not always help children to extend their understanding of the objects they play with. For example, when children play with pretend binoculars, she does not help them to understand what binoculars are used for.
- Occasionally, the childminder does not build on children's interests in numbers and measure. An example of this is when children play with a tape measure, the childminder does not help them to recognise the numbers they see when they measure different objects.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a concern about a child's safety or welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. The childminder maintains a clean and safe environment for children. She ensures that doors are locked to stop unauthorised people from having access to children. The childminder carries out fire evacuation drills with children. This helps them to understand the procedure to follow to evacuate her home safely in the event of a fire.

What does the setting need to do to improve?

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

- seek out further professional development opportunities to continually develop knowledge of how to support and extend children's learning
- strengthen interactions with children and use their interests to build on their understanding of numbers and measure.

Setting details

Unique reference number	EY263348
Local authority	Nottinghamshire County Council
Inspection number	10073215
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 2003 and lives in Mansfield, Nottinghamshire. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors 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. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector held discussions with parents. She viewed written feedback from parents and 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.

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