

Childminder report

Inspection date: 26 January 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 that they feel safe and secure in the childminder's care. They confidently move around the childminder's house, indoors and outdoors, selecting toys to promote their interests. Children show positive relationships with the childminder, sitting with her to play with toys and snuggling onto her knee when they are tired.

Children are physically active. They develop their balance and coordination when they kick large balls outside. Children challenge themselves when they try to do the same with small balls. They learn other ways of using a ball, for example, when the childminder shows them how to roll a ball through a tunnel. Children sit on the floor and roll a ball back and forth between themselves and the childminder. This encourages children to learn to share and take turns. Children take and manage risks in their play. Younger children steadily climb steps to a slide, with the childminder standing close by to support if necessary, to promote their safety. Younger children learn how to operate and move toy vehicles. For example, they watch when the childminder shows them how to fill a bucket on a toy digger and to empty it out. Children copy the childminder when she shows them how to put a toy car at the top of a ramp and to watch it roll down. Children show a positive attitude to learning.

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

- The childminder uses her curriculum to help children to progress in their development. She places a strong focus on supporting children's communication and language skills. The childminder names toys that younger children play with, helping them to understand the names of the objects they use. The childminder uses simple language when she speaks to younger children to encourage their speaking skills.
- The childminder reflects on the experiences children receive in her care. Recent changes to the toys she offers children enable them to follow their interests. For example, when children like to build and construct, she provides them with plastic bricks. Children show good hand and eye coordination and are encouraged to persevere when they attach the bricks together to build a tower.
- Books are readily available for children to access, encouraging them to develop a love of books. Children develop an understanding of the images they see on the pages, for instance, when the childminder names animals they see. However, some planned activities that the childminder offers are not always effective. She does not reduce distractions to enable children to concentrate and fully benefit from the learning being offered.
- The childminder plans experiences to help children to be ready for their move on to school, such as to develop their social skills. For example, she takes them to

meet other minded children at childcare groups. This provides them with opportunities to develop their confidence to mix and interact with children of a similar age.

- The childminder keeps parents informed about their children's achievements. She talks to them daily and shares photos of activities children enjoy. The childminder supports parents to continue to help their children to progress at home. For example, she asks them to encourage children to use their words when they want something. This creates good partnership working to support children's communication.
- Children receive praise for their achievements, helping to raise their self-esteem. One example of this is when the childminder claps her hands when children build and construct using bricks.
- When the childminder changes children's nappies, she makes this a positive experience for them. Children are keen to follow her instructions, such as to lay down. The childminder repeats sounds that younger children make, encouraging them to take turns in conversations. This helps to create positive emotional attachments between children and the childminder.
- The childminder makes sure that children wash their hands prior to eating to promote good hand hygiene routines. However, occasionally, she does not provide children with opportunities to build on their self-care skills. For example, when she knows that children can drink from an open cup, she does not provide them with opportunities to practise these skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for children to play in. She carries out safety checks in her home to identify and reduce any potential hazards to children. This includes erecting a fence around her hot tub in the garden to stop children from accessing the area. The childminder reacts to children's accidents appropriately, putting the care and health of the child first. She ensures that parents receive information about any minor incidents their children have. The childminder knows how to identify the signs and symptoms of abuse, including if children are being exposed to extreme views and beliefs. She knows where to report concerns about children's welfare and safety.

What does the setting need to do to improve?

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

- strengthen planned activities to encourage children to concentrate and to get the most from the learning experience offered
- help children to build on their self-care skills.

Setting details

Unique reference number	EY277615
Local authority	Nottingham
Inspection number	10234774
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 13
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2004 and lives in Nottingham. She operates all year round from 8am until 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 2 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 provider and has taken that into account in their evaluation of the provider.
- 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 outdoors, and assessed the impact this has on children's learning.
- Children interacted 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.
- 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.

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