

Childminder report

Inspection date:

28 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children show a positive attitude to learning. They concentrate and persevere to complete tasks on their own, such as when they put clothes on a toy doll. Children behave well and show kindness to others. Older children find and give younger children their toy comforter. They reach to get toys to give to younger children when they cannot reach them. Children are confident to show their friends how to use equipment. For example, they explain and show them how to press play dough through a dough press.

The childminder knows the children well and understands how to support their development. For example, she encourages their understanding of numbers and counting as they push wooden sticks into the play dough. Children are asked to count how many sticks they have. When children count incorrectly to three, the childminder supports them by repeating the process back to them, counting on to five. Children are excited to explore and manipulate play dough in their hands. They show good hand and eye coordination when they roll the dough in between their hands and the table to make a ball, and use letter shapes to make marks. They are supported to extend their understanding of letters in the alphabet, for example, when they are asked to find the first letter in their name.

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

- The childminder gathers feedback from parents to help her to reflect on the activities she offers children. She has made recent changes to the environment to further improve her curriculum, which is to offer children activities and resources that interest them. For example, children benefit from a wider range of role play resources to help develop their imagination. Children sit on crates and pretend to go on train rides.
- The childminder offers children plenty of activities to help them develop skills for the future. This includes activities to help children develop the muscles in their hands in preparation for early writing. For example, children use paints and brushes to make marks on different surfaces, such as paper and bubble wrap. They use pens to draw pictures of animals on wooden disks.
- The childminder gives children lots of praise for their achievements. Children proudly show visitors a sticker they received for using the toilet on their own.
- Children are encouraged by the childminder to be independent. For example, they serve themselves snacks and manage their own clothing when they visit the bathroom. The childminder gives children time to try to fasten zips on coats themselves and offers support when they struggle.
- The childminder extends her professional development. Recent relevant online training has increased her knowledge of how to make the most of the outdoor space to support children's learning. The childminder ensures that children have

opportunities to develop their physical skills and learn about the world around them during the many trips they take to local parks and nature reserves.

- The childminder supervises children closely when they use technology, to help promote their safety. However, she has not considered how to extend her knowledge further to help support children to understand how to identify potential hazards when they use technology at home.
- Before new children are left by parents, they are invited to visit the childminder's home. This is particularly beneficial for those children who started during the COVID-19 pandemic. The childminder spent time outdoors with parents and children to get to know them. This enables children to recognise the childminder as a familiar adult, helping to support their emotional well-being.
- The childminder offers children a range of healthy snacks and meals. She talks to children about the foods they eat and use in their pretend play. However, the childminder does not always encourage children to understand the benefits of the healthy foods and drinks they enjoy.
- Parents provide positive comments about the childminder. They say that she goes above and beyond to ensure that their children are well cared for and happy. The childminder shares information with parents about what children need to learn next and offers photos of their achievements. This helps to keep them informed about their children's development. She encourages parents to continue children's learning at home, such as to help further develop their speaking skills. This contributes to a united approach to supporting children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good awareness of how to keep children safe. For example, when children leave her house to get in the car, she asks them to stand against the house wall. Children wait patiently until the childminder calls their name and they are then fastened securely into appropriate car seats. This helps to promote their safety. The childminder accesses regular training to update her knowledge of safeguarding practice and to deepen her understanding of different safeguarding concerns. This includes being able to identify if children are being exposed to radicalised views or are at risk of female genital mutilation. The childminder is clear on the steps to follow should she become concerned for a child's welfare, to promote their safety.

What does the setting need to do to improve?

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

- extend the support given to children to help them understand the benefits of healthy eating and drinking

- strengthen knowledge of how to help children to understand potential hazards when they use technology at home.

Setting details

Unique reference number	EY281210
Local authority	Nottinghamshire County Council
Inspection number	10114417
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2004 and lives in Edwinstowe, Mansfield. She operates all year round from 7.30am until 6pm, Monday to Friday, 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 provision.
- 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 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.

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