

Childminder report

Inspection date: 8 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are kind and considerate to each other as they play together. The childminder promotes a strong focus on supporting children's personal, social and emotional development. Children cooperate and encourage each other to do well. For example, children build a house together using wooden blocks. The childminder encourages the children to work out for themselves who has a turn next. Children take it in turns to add a brick. Older children help younger children count the layers of bricks. Children say, 'Let's take a picture of this best house' as they pretend to photograph the creation. When a child accidentally knocks over the house, others say, 'It's okay'. They work as a team to build it again. This shows that children are developing their social skills.

Children are learning to understand their feelings and the feelings of others. Some children have needed extra support to settle since the pandemic. The childminder works tirelessly to support children's emotional needs to help them to feel secure in her care. These children have made good progress and are now happy to leave their parent when they arrive. Children recognise and are sensitive to the different emotions that their friends display. This shows that children are developing empathy for others.

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

- The childminder is calm and gentle when helping children manage their behaviour. She helps them to develop good manners such as using the word 'please'. The childminder gives praise when children help their friends. Children behave very well. Parents say their children's behaviour has improved from being in the childminder's care.
- The childminder reads books in a captivating way. She gives each child a prop for them to take part when reading the story with them. The childminder uses different voices for each character. This excites children and engages them in the story. Children are clearly developing a love for books. They are familiar with the characters and know what will happen next.
- Children learn new words and understand what they mean during discussions with the childminder. They remember that an owl is a 'nocturnal' animal because it is awake during the night. The childminder uses skilful questioning with children to find out what else they know about nocturnal animals. The children reply saying, 'Badgers and moles'.
- Children learn about science. The childminder provides cornflour and water for children to mix. Children learn about the different consistencies of the mixtures during this activity. The childminder introduces the words 'stiff' and 'silky'. Children describe the mixture as 'dripping'.
- The childminder takes children for walks in the local area. This helps to build on

their knowledge about nature and provide experiences they may not receive elsewhere. Children learn about the trees and flowers that they see. They name different species of trees, such as a 'silver birch' confidently. Parents say they have learned new information themselves from their children's knowledge of trees.

- The childminder provides fresh fruit for the children to eat. Children hear mathematical language when the childminder names the 'halves' and 'quarters' as she cuts up an apple. However, the childminder does not use the sharp knife in a safe way. Children watch as she cuts up an apple in her hand. This does not teach children how to use tools safely or in the correct way.
- The childminder takes children of all ages as a group to use the toilet. Children share the bathroom at the same time. This does not prepare or provide older children with privacy in preparation for school. Furthermore, some children miss out on experiences to help them develop their independence skills. For example, the childminder puts their wellington boots on for them rather than encouraging the children to try this for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs to look out for which could suggest a child is at risk of harm. She knows what to do if she is concerned about a child's safety and welfare. The childminder knows about local risks to children and young people. She knows how to keep children safe from these risks. The childminder refreshes her knowledge and understanding of safeguarding by attending training. The childminder provides a safe environment for children. For example, she has fitted stairgates so children do not fall down the stairs.

What does the setting need to do to improve?

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

- use tools correctly, such as knives, so children learn how to use these safely
- adapt personal hygiene practises so that these are appropriate for the children's age as they prepare for school
- support children to be more independent, with particular regard to their self-care routines.

Setting details

Unique reference number	EY306144
Local authority	Nottinghamshire County Council
Inspection number	10114470
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2005 and lives in West Bridgford, Nottinghamshire. She operates term time only from 7am to 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider 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 together and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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