

Childminder report

Inspection date: 3 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show positive relationships with the childminder. When babies wake from sleeping, they gently rest their head on her shoulder for comfort. Older children confidently talk to the childminder about their views and wishes. Children behave well. They learn to share, for example when they take turns to pretend to spread toothpaste on a toothbrush during their play. Children show a positive attitude to completing tasks on their own. When they finish their lunch, they take their plates and cutlery into the kitchen. Children use sweeping brushes to tidy up food when it falls on the floor.

The childminder plans activities to help children to progress in their learning. When children sing nursery rhymes, she encourages them to understand the words they sing. For example, the childminder asks children to put a soft toy on top of wooden bricks they use to build a pretend wall. When they sing a nursery rhyme about a character sitting on a wall and falling off, they act this out with toys. Children are excited to show the childminder their 'gymnastics'. They use soft mats to promote their safety. Children lie on their backs opposite each other and put their feet together. They make a bridge with their legs and laugh when the childminder tries to crawl underneath.

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

- When children first start attending, the childminder works hard to ensure that they feel safe and secure before they are separated from parents. This is because she is aware that due to the COVID-19 pandemic, some children have not had opportunities to socialise with others. She invites parents and new children to join her when she attends toddler groups with other children. The childminder visits children in their own homes. She offers children plenty of settling-in sessions. This helps to promote their emotional well-being as they become familiar with her.
- The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about road safety when they cross the road. Children practise fire evacuation drills with the childminder in her home. This helps them to understand what they need to do in the event of a fire.
- Parents are highly complimentary about the childminder. They say that she recognises children's individual interests. Parents comment that the childminder provides children with the love, care and resources they need to thrive.
- The childminder helps children to learn about the importance of good oral hygiene. For example, she reads them stories about going to the dentist. The childminder provides children with opportunities to learn how to clean their teeth. Children sing a song about brushing their teeth in the morning.
- The childminder promotes children's communication and language skills well.

She models language and repeats words that they say. This helps children to hear the correct pronunciation of words.

- The childminder gives children verbal praise for their achievements and gentle reminders to use good manners. For example, when children receive food, she reminds them to say 'thank you'.
- The childminder has found some opportunities to extend her professional development. For example, she completes relevant training to secure her understanding of how to keep children safe. However, the childminder will benefit from further training to help her to support older children's literacy skills. For example, to develop their understanding of the sounds that represent letters of the alphabet.
- The childminder supports children to develop skills for their future. When she reads them stories, she uses excitement and different tones in her voice. This helps to capture children's attention. They sit well, listen and remain focused.
- The childminder uses her curriculum to plan experiences for children that help them to make progress in their social skills. For example, she takes them to toddler groups, soft-play centres and the local shops. This encourages children to mix and interact with a diverse range of people.
- The childminder encourages children to be creative and to use their senses to explore. For example, when she brushes paint on babies' hands, they wiggle their fingers to explore the texture. Older children paint their own hands and say that it feels soft.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and tidy home. This helps to provide a safe environment for children to play. She gives parents information about how they can keep their children safe at home, for example when they use the internet. The childminder has a good understanding of how to identify the signs and symptoms that may suggest a child is at risk of harm. This includes if children are being exposed to radicalisation or female genital mutilation. The childminder knows where to report concerns about children's safety. Furthermore, she knows where to report any allegations made against herself or her family.

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 secure knowledge of how to support older children's literacy skills.

Setting details

Unique reference number	EY310745
Local authority	Nottinghamshire County Council
Inspection number	10065291
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	0 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Gedling, Nottingham. She operates all year round from 7.30am until 5.30pm on Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She 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 the 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. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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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