

Childminder report

Inspection date: 12 March 2024

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 happily play together in this warm, welcoming and homely setting. The childminder is calm and kind towards the children. She teaches them to be aware of the thoughts and feelings of others and to take care of their surroundings. This encourages them to respect each other and their environment. Even the youngest children are involved in tidying away at the end of an activity, and they carefully separate resources that can be used again.

Children are encouraged to be independent as the childminder supports them to keep on trying with tricky tasks and try to solve problems for themselves. She offers children much praise and encouragement as they try and try again. This boosts their confidence and self-esteem. They persevere in building a tower using miniature barrels and are able to stop them rolling away. They try hard to wind in the tape measure when the handle is stiff to turn. Children demonstrate deep concentration as they complete an activity. They grip the pen, as the childminder has instructed, to control the purposeful marks they make.

The childminder promotes healthy lifestyles for the children by providing fresh fruit and cheese at snack time, teaching the children about keeping their teeth clean and helping them to wash their hands before eating. The childminder models good table manners at mealtimes as she sits with the children and they pass the bowl of fruit around. The childminder chats with children as they eat, encouraging the social aspect of mealtimes.

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

- The childminder knows the children in her care well. She has processes in place that help her find out from parents what children already know and can do before they join her setting. Through regular communication with parents, she shares information about children's progress and gives parents ideas about how they can support their children's learning at home.
- The childminder pays careful attention to what children enjoy doing, and she uses this information to plan exciting activities that keep children engaged in their learning. For example, after sharing a book about a hungry caterpillar, children keenly scoop the sand and oats as they search for fruits they know the caterpillar has eaten in the story. They name the fruits, count how many there are and begin to recognise some numbers in the correct order. The childminder observes a child hitting pans from the role-play area and develops a listening activity where children recognise that wood makes a different noise than metal when struck with a spoon.
- The childminder plans a curriculum that is appropriate for the different stages of development for all the children in her care. She adapts this to suit individual

children and extends her planned activities further when she knows children demonstrate they are ready for the next stage. On occasion, the childminder tries to include so many different activities at one time that the children become disengaged and her learning intention for the activity is lost.

- Children's communication skills are promoted by the childminder as she speaks with them during activities and asks them questions. She uses words such as 'full', 'empty' and 'half-full' as children fill cups with sand. The childminder provides lots of books and opportunities to sing, which supports children's speech. She sensitively corrects children when they mispronounce words by repeating the word back accurately. However, at times, the childminder poses lots of questions to children without allowing them sufficient time to reply. When this happens, children are not able to use the skills they have been taught by the childminder, and they lose interest in the conversation.
- Expectations for children's behaviour are sensitively reinforced by the childminder when children may need a reminder. For example, she reminds children not to run in the house and the reasons why. Some children need support when managing their feelings and emotions, and the childminder does this expertly. When one child is upset about not having the particular toy they desire, the childminder kindly explains about turn-taking and sharing. Children are aware of the normal routines of the day and anticipate occasions such as mealtimes.
- The childminder is reflective about her skills and is keen to improve aspects of her practice that she feels will further benefit the children's experience in her setting. She works with a small group of other childminders to review any changes to requirements and to share good practice.
- Parents' feedback about the childminder is positive. They appreciate the care and support she offers to them and their children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further support children's communication and language development by allowing time for them to process questions and respond
- focus interactions more precisely during activities so that children benefit from the intended learning outcome.

Setting details

Unique reference number	EY317045
Local authority	Nottinghamshire County Council
Inspection number	10316776
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	7
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2005. She lives in Mansfield, Nottinghamshire. She operates from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She has a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lou Goodger

Inspection activities

- This was the first routine inspection the childminder 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 the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents' views of the childminder were taken into account.

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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