

Childminder report

Inspection date: 23 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Younger children smile at the childminder when she sings nursery rhymes to them. The songs that the childminder sings help children to make connections in their learning. For example, she sings a song about wheels going round when children turn a steering wheel in a toy car. Children are supported to develop their physical skills. For instance, the childminder shows younger children how to use tongs to pick up small objects, which encourages them to use the muscles in their hands. She gives them time to explore the tools as they begin to learn how to hold them correctly. The childminder gives children experiences that help to develop their stamina and strength in their legs. For instance, she takes them for walks in woodlands and parks.

Children have opportunities to develop a love of books. When the childminder shares books with younger children, she points to and names images on the pages. The childminder lets older children finish sentences in stories and asks them questions about what is happening. This contributes to helping children to develop their thinking skills. Children are praised for their achievements. For example, the childminder says 'well done' to children when they kick a ball. When younger children attempt to touch her television, she says 'no thank you' and guides them away and praises them for doing good listening.

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

- The childminder uses observations and assessments accurately to help to identify what children need to learn next and how she can support their development. This includes helping children to build on their communication and language skills. For example, the childminder uses simple key words when speaking to younger children, which helps them to develop their speaking skills.
- When children first start attending the setting, the childminder adapts the strategies she uses to meet children's individual emotional needs. For example, children who show that they are anxious to separate from parents are offered a greater number of short sessions to help them get to know the childminder and her home gradually.
- Parents comment positively about their children's experiences with the childminder. They appreciate the detailed diary they receive that shows information about their children's day. Parents say that the childminder is extremely approachable and receptive to anything they want to discuss.
- The childminder supports parents to continue their children's learning at home, such as how to help to support their children's speaking skills. However, she does not share or gather information about children's achievements with staff at other early years settings that children also attend, to provide more consistency in their learning.

- The childminder completes webinars to help to build on her knowledge of how to support children's learning. Information from these webinars helps her to understand how to promote children's well-being. For example, she puts her hand on a child's arm to let them know that she has heard them and will speak to them after listening to another child first. This helps children to feel valued and encourages them to wait their turn to talk.
- The childminder reflects on her practice and identifies improvements to increase opportunities for children. She gathers ideas about activities and resources from groups that she attends with children. This helps her to offer children different activities and resources to encourage their early writing skills.
- When the childminder takes children for walks in the street, she helps them to learn how they can keep themselves safe. For example, she talks to children about road safety. However, the childminder does not help children to understand how to identify online dangers and what to do if they encounter potential risks when they use the internet at home.
- The childminder has rules and behaviour boundaries in her home, which help children to understand what is expected of them. These include children using good manners, such as saying 'please' and 'thank you' when they ask for food. She reminds children that hands are for hugging and not hurting.
- When the childminder meets younger children's personal care needs, she makes this a positive experience for them. For example, when she changes children's nappies, she sings songs to them, which supports their speaking skills and helps them to form close bonds with her.

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:

- share and gather information about children's learning and development with other early years settings that the children also attend
- support children to develop their knowledge of how to identify online dangers and what to do if they encounter potential risks when they use the internet at home.

Setting details

Unique reference number	EY321432
Local authority	Nottinghamshire County Council
Inspection number	10316789
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	9
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Edwinstowe, Nottinghamshire. She operates her childminding service all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 childminder and has taken that into account in their evaluation of the setting.
- 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 and assessed the impact this had 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024