

Childminder report

Inspection date: 12 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and enthusiastic. They eagerly explore the environment and quickly settle at their desired activity. Children demonstrate that they feel happy and safe as they sit on the childminder's lap to listen to stories they have chosen. They demonstrate well-developed language and communication skills. For example, children point out different pictures in the stories and discuss their own experiences. Children thoroughly enjoy making play dough. They build on their mathematical development as they weigh and measure ingredients such as flour, salt and water. Children roll the play dough into different-sized balls and count them. They place the balls onto the scales to try to make them balance. Children are encouraged to use mathematical language such as 'more', 'less', 'heavy' and 'light'. There are high expectations for all children. They copy the positive social interactions of the childminder, who regularly offers lots of praise. Children are learning to resolve their own disputes and to manage their own behaviour. They are resilient, learn to share their toys and use manners, such as saying 'please' and 'thank you'.

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

- The childminder offers effective settling-in processes and knows the children in her care very well. She can confidently talk about their abilities, likes and dislikes, and family backgrounds. She uses this knowledge to celebrate children's individuality and support their understanding of similarities and differences between one another. For example, children share experiences of traditions and celebrations from their home cultures.
- Children have good social skills and show they are eager to learn. At snack time they are excited as they choose which fruit they would like. The childminder encourages sociable snack times and reads stories to children as they eat.
- Opportunities for children to develop their independence skills are not always consistent. For example, children are not always encouraged to put their own coats on. Additionally, where children can do things for themselves, such as peeling a banana, the childminder does this for them.
- The childminder has worked closely with the local authority to improve her practice following her previous inspection. She understands the value of ongoing training to improve her knowledge and the curriculum. The childminder explains how she has added natural resources such as wooden spoons and rings to promote children's curiosity.
- The childminder plans outings into the local community to widen children's experiences. For example, she plans exciting trips to the local farm. Children learn about the animals there and have the opportunity to feed the horse. The childminder knows the importance of outdoor play. She plans regular trips to the park and playgroups to support children's physical development and social skills.

- The childminder works in partnership with parents well. She shares snapshots of children's development and achievements with parents daily. The childminder provides questionnaires for parents to comment on the service she offers. Parents comment that the childminder is 'friendly and approachable', and that they have 'complete confidence' in the care she provides.
- The childminder offers a range of activities to support all areas of learning. For example, children have great fun as they play in the role play area. They gently play with the childminder's dog and pretend to feed her dinner. This promotes imaginative development. However, the childminder does not provide enough opportunities to fully support children's early writing skills.
- Children display good behaviour and attitudes. The childminder encourages them to think about road safety when they are on outings or collected from school. She tells children to stand at the side of the road, look both ways and listen for oncoming vehicles before they cross the road. This helps them understand how to stay safe.
- The childminder has a secure understanding of how to support children's development in all areas of the curriculum. She observes children and tracks their development, and uses this information to identify any gaps in their learning. The childminder plans purposeful activities to help children build on what they already know. She also shares this information with parents to support children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities to safeguard children. She knows the procedures to follow and who to contact if she has concerns about children's safety or welfare. She can confidently identify the signs and symptoms of abuse including the wider aspects, such as the risk of radicalisation. The childminder completes daily risk assessments of the premises before children arrive. She ensures that any spills are mopped up, hazardous objects are placed out of reach and broken toys removed. The childminder also carries out regular fire drills. This helps to keep children safe.

What does the setting need to do to improve?

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

- provide age-appropriate activities for children to develop and practise their pencil control and early writing skills
- make better use of opportunities to help older children develop their independence.

Setting details

Unique reference number	EY334441
Local authority	Nottinghamshire County Council
Inspection number	10089082
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	3
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2006 and lives in Blidworth, Nottinghamshire. She operates from 6am to 6pm Monday to Friday, all year round, except for family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- The inspector spoke with the childminder to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector observed a planned activity and then discussed the learning that took place with the childminder.
- The inspector sampled a variety of documentation such as first-aid certificates, and checked evidence of the suitability of household members.
- The inspector took account of written views provided by parents.

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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