

Childminder report

Inspection date: 13 January 2020

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 who speak English as an additional language are supported well. The childminder has high expectations of their learning. She uses simple words in English to help them to develop their speaking skills. Children copy words and extend their vocabulary. The childminder encourages children to develop their mathematical skills. Children count the number of objects they see in a book and the childminder's fingers. Younger children confidently count to five. This contributes to their developing understanding of numbers.

Children have unique opportunities to learn to care for animals. They help to feed and care for the childminder's pet dog, Charlie. The childminder supervises children well, such as when they are with her dog. This contributes to their safety and welfare.

Children have opportunities to develop their physical skills. The childminder knows children well and how they enjoy moving their bodies to music. Children jump up and down to the rhythm of songs and join in with familiar actions. Children are happy and demonstrate a positive attitude to learning. They show excitement and are keen to join the childminder when she offers them a new activity or experience.

Children value the praise they receive from the childminder and use good manners. They behave well and are polite.

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

- The childminder finds out information from parents about their child's care needs and prior learning when they first start. This helps her to provide for children's individual needs and to plan for what they need to learn next. As a result, children make good progress in their development.
- The childminder uses her knowledge of children and the curriculum to enhance the experiences they receive at home. For example, she offers them home-cooked, traditional English meals that are healthy and nutritious. Children also have opportunities to try different foods from the ones they receive at home, such as meals from other countries.
- The childminder shares photographs of children and their achievements with parents. She meets with parents to discuss what children need to learn next and offers them ideas to support their children's learning at home, for example, to speak English and to use good manners.
- The childminder supports children to develop their literacy skills. For example, she reads them stories and encourages them to turn the pages in a book. This helps younger children to learn how to handle and to care for books. The

childminder uses objects that are in the story for children to explore. This helps to maintain their engagement and focus. However, occasionally, the childminder does not consistently adapt her interactions with children to ensure that they are challenged as much as possible to extend their learning further.

- The childminder extends her professional development. She attends training courses that help to deepen her understanding of how to support children's communication and language skills. For example, she uses simple words that children copy, such as 'pop' and 'caterpillar'. This supports their early speaking skills. The childminder asks children a good range of questions. She gives them time to respond, encouraging them to develop their thinking skills. Children listen well and follow instructions.
- The childminder gives children simple tasks to complete, such as to find a cushion to sit on before they listen to a story. This helps them to gain a sense of responsibility. Children develop skills in preparation for future learning.
- The childminder reflects on her practice. She gathers ideas from the internet to help her to provide different creative experiences for children. For example, she offers them different objects to use with paint, such as marbles and sponges. However, she does not fully explore opportunities to gain parents' views, to focus on future improvements more sharply.
- The childminder offers children healthy snacks and meals. She ensures that they receive daily physical exercise. The childminder has appropriate clothing for children so they can play outdoors in all weathers. Children jump in the air and say 'splash, splash' when they remember jumping in puddles.
- The childminder actively promotes positive behaviour. She plays alongside children and shows them how to share. The childminder uses distraction at appropriate times to divert children's attention, such as when they want the same toy as another child. Overall, children play well alongside others and learn to take turns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safety checks in her home. This helps to provide children with a safe environment to play. The childminder gathers information about who can collect children. She asks for passwords and photographs of people she does not know. This ensures that children do not leave her care with a person unknown to their parents. This contributes to children's safety. The childminder has a good understanding of the signs and symptoms of abuse. She knows where to report any concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- strengthen interactions with children to ensure that they are challenged to learn as much as possible
- develop further the system for evaluating practice and gather suggestions from parents to focus future development more sharply.

Setting details

Unique reference number	EY340993
Local authority	Nottinghamshire County Council
Inspection number	10073748
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in West Bridgford. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides occasional overnight care.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector toured areas of the premises that children use.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children about their enjoyment of activities.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.

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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