

Childminder report

Inspection date: 27 June 2023

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

The childminder is attentive to children's individual care needs, for example she instantly recognises when children are getting tired. The childminder gently gives children a cuddle before they drift off to sleep. Children love their time with the caring childminder and they have fun. They form affectionate bonds with her. The childminder is very encouraging and has high expectations for what children can achieve. Children can do things for themselves. For example, they persevere as they peel and chop their own banana. The childminder gently reminds children how to use the knife safely. Relationships between children are very good. Older children show kindness towards younger children. Together with the childminder, they clap, cheer and praise their friends when they successfully use the toilet during their potty training process.

The childminder provides writing materials to help children develop their emerging writing skills. She encourages younger children to use chunky chalk and describes the lines they make on a blackboard. The childminder offers lots of praise for children's early writing skills. Children enjoy being active outdoors, such as exploring the water that the childminder provides for them. They spend large amounts of time using their large muscles to wash the ride-on cars. Children patiently complete familiar jigsaws and proudly show the childminder when they have finished. The childminder is quick to raise children's self-esteem when she acknowledges their achievement.

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

- The childminder values the contact she has with other local childminders, where she is able to share her own practice and learn from others. Furthermore, she undertakes ongoing training, which helps her to keep her knowledge and practice current. For example, the childminder accessed training to learn about how to provide a curriculum. Consequently, she has a clear understanding of what she wants children to learn.
- The childminder supports children to develop their skills in communication and language. For example, she talks to the children as they play and often asks them questions about their own families and home life. This supports children to use language in different contexts.
- The childminder skilfully differentiates activities to meet the individual learning needs of children. For example, when exploring mathematical concepts with coloured bears, older children successfully match the number of bears to the number on a dice, while younger children enjoy filling and emptying containers with the bears. However, the childminder does not always build further on the most able children's knowledge. For example, when the childminder checks children's number recognition and counting, she does not extend this further.

- The childminder implements a curriculum that aims to teach children a range of skills that they will need to manage future challenges, such as starting school. She places a high priority on encouraging and developing children's independence. She supports even the youngest children to have a go at doing things for themselves before she subtly helps them, such as when toddlers try to take off their outdoor shoes. Older children confidently pour their own milk from a jug at lunchtime.
- The childminder helps children to learn to share resources and to wait patiently for their turn when she plays games with them, such as beanbag throwing. Children's social skills are developing well and they are spontaneously polite and well mannered.
- The childminder promotes oral hygiene with the children. Children use their imagination and play with role-play resources associated with dentistry. The childminder asks children about their own oral hygiene routines at home.
- The childminder is reflective and recognises the importance of developing children's social skills and helping them to mix within the wider community. She regularly takes children on outings to toddler groups and the local mini museum. They often take the bus back to the childminder's home from their trips.
- Partnerships with parents are good. The childminder seeks a range of information from parents about children's individual needs when they first begin to attend. She speaks to parents at drop-off and collection times and uses digital messages to send photos of children's achievements throughout the day. Parents comment that their children have made progress with the childminder and have come on in 'leaps and bounds'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms of abuse. She understands what to do if any concerns arise about the children she cares for. The childminder undertakes safeguarding refresher training to help to keep her knowledge and understanding up to date. She knows the process to follow if there are any allegations made against herself or a member of her household. The childminder assesses her environment for risks regularly and closely to ensure that she minimises risks to children. For example, she ensures that all gates and doors are locked. Furthermore, there is video surveillance in place to ensure that no-one can enter the setting uninvited.

What does the setting need to do to improve?

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

- provide further extension to the most able children's learning to continually build on and broaden their knowledge and skills.

Setting details

Unique reference number	EY343257
Local authority	Nottinghamshire County Council
Inspection number	10289394
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	11
Date of previous inspection	23 November 2017

Information about this early years setting

The childminder registered in 2007. She lives in Balderton, near Newark, Nottinghamshire. The childminder operates all year round, from 7.30am until 6pm, 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
Sharon Alleary

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector took account of parents' written views about the childminder.
- The inspector checked evidence of the childminder having completed a paediatric first-aid qualification.

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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