

Childminder report

Inspection date: 10 September 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

The childminder provides a warm and welcoming environment. She plans activities following children's interests. As children independently explore, they stay on task for long periods, developing creativity and concentration skills. The childminder skilfully joins in children's play and builds on their learning. As children play in the sand pit, the childminder adds more spades for them so they can develop skills, such as working together to transfer sand from the bag into the sand pit. The childminder praises children on their achievements and understands the importance of building their confidence and self-esteem to support their future learning. As children play a guessing game led by the childminder, they develop their thinking skills. Children share high fives with each other when they guess which object is missing from the basket.

The childminder helps children to understand safe behaviours indoors and outdoors. For example, as children go up steps, they are taught to hold onto the wall for balance. The childminder has high expectations for children's behaviour. She role models good manners and respectful behaviours. Children respond well to the childminder's nurturing approach. They learn to be kind as they share resources during play. As a result, children develop positive relationships and enjoy each other's company. Children thoroughly enjoy their time at the childminder's home and demonstrate they feel happy and secure.

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

- The childminder gathers detailed information from parents when they first start and spends time getting to know children's family background, building secure relationships. As children settle into the childminder's home, she plans activities to meet children's individual care and learning needs and shares these with parents. The childminder supports parents as she shares home learning opportunities. For example, children take home activities that focus on their individual next steps. Parents' written comments say their children have built a special connection with the childminder and know they are in safe hands. Working together with parents supports children to continue to make good progress.
- The curriculum for mathematics is very well thought out by the childminder. She incorporates opportunities for children to develop their mathematical awareness into daily activities. As children play, the childminder builds on children's knowledge of numbers through counting, addition and subtraction. For example, older children count how many cushions they need for all the children to sit on. The childminder challenges older children to learn how many are left if she takes one away.
- Overall, the childminder supports children's communication and language skills

well. Children thoroughly enjoy singing and join in rhymes with the childminder. Whilst older children play, the childminder asks, 'Where has it gone?' encouraging children to use their language and communication to engage in conversations. However, the childminder does not always model new vocabulary to support babies' communication and language to help with their developing speech.

- The childminder actively encourages children to develop a sense of responsibility and independence. Children choose what they would like to play with and what snacks they would like to eat. The childminder is patient and allows children time to get ready by themselves to go outside in wet weather. Children get their belongings from their pegs and persevere with tricky tasks, such as turning their sleeves the right way. Children benefit from good opportunities to develop their independence.
- Children develop an understanding of healthy lifestyles. The childminder teaches them to wash their hands thoroughly as they sing songs about germs and make bubbles with soap. She teaches children to blow their noses. This helps children develop their ability to manage their self-care. The childminder provides children with healthy snacks and meals. As children help cut up fruits, the childminder talks to children about foods that are healthy and unhealthy and contributes to their understanding of oral hygiene.
- The childminder has good links with her local authority. This ensures she keeps up to date with any changes and enables her to reflect on her practice and continuously make positive changes to improve the outcomes for children. The childminder plans to access further training to continue to strengthen her understanding of work in the early years.

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:

- strengthen skills in supporting the youngest children's emerging vocabulary to support communication and language even further.

Setting details

Unique reference number	EY344965
Local authority	Nottinghamshire County Council
Inspection number	10351787
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2007 and lives in Nottingham. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- This was the first routine inspection the childminder has 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 around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid certificate.

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