

Childminder report

Inspection date: 25 March 2024

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 are settled and happy in the childminder's welcoming home. The childminder plans activities that excite children and meet their individual needs. This helps children settle with ease. Children confidently explore the calm, stimulating environment that the childminder has created as they independently choose what they want to play with. Children engage in a range of experiences that help develop their imagination. They follow their own ideas during play for extended periods of time. Children have good levels of concentration.

The childminder prioritises developing warm and caring relationships with children. She offers continual praise and encouragement, and children develop good levels of confidence and self-esteem. Children demonstrate that they feel emotionally safe. For example, the childminder and children joyfully sing songs together as they play. The childminder has high expectations of all children. She uses clear and concise instructions. This helps children to understand what is expected of them. As a result, children follow the daily routine with ease. For example, they tidy up after themselves and look after their toys.

The childminder takes children on regular trips out into the local community. They engage in a variety of experiences including visiting the library and playgroups. This supports children's social skills by introducing them to larger groups of children. Children learn to take turns and play with others.

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

- The childminder uses children's interests to base her curriculum on and engage children into their learning. She has clear intentions for children's learning based on her accurate assessments of what children know and can do. The childminder uses assessment to regularly monitor children's progress and to plan meaningful activities for them. As a result, children are making good progress.
- The childminder promotes children's communication and language skills throughout all the activities, through her high-quality interactions. As children play in the role-play shop, the childminder skilfully extends children's vocabulary as she narrates using interesting vocabulary in the correct context. Such as, discussing where milk comes from.
- The childminder provides an environment which supports children's positive attitudes to learning. She uses her skills and knowledge to provide age-appropriate activities which children quickly engage in. For example, children show determination and perseverance when learning how to use a magnetic fishing rod. The childminder models effectively and provides reassurance to help boost children's confidence and self-esteem. Children learn to control the fishing rod and catch the fish. They are full of excitement and proud of their

achievement as they celebrate with a dance.

- In the most part, the childminder supports children to be independent. For example, they wash their hands before eating, which supports good hygiene routines. However, at times, the childminder does things for children that they could do themselves. This sometimes limits the opportunities to fully develop their independence skills. For example, things children are capable as doing themselves, such as spreading butter on their toast at snack time, the childminder does for them.
- The childminder supports children's mathematical development and skilfully weaves this area of learning through play and routines. For example, together they count the steps as they walk downstairs. The childminder helps children compare the size of their apple pieces at snack time. She introduces words such as heavy, smaller and bigger to help children make comparisons.
- Partnerships with parents are effective. The childminder provides a daily diary to share information with parents to keep them well informed on their child's day. Parents' written comments say their children. 'have a great bond with the childminder,' and their children are, 'always happy to see her'. They feel their children's confidence has grown since being with the caring childminder.
- The childminder completes training to update and extend her knowledge. She chooses training that is specific to children who attend the setting. This has a positive impact on the overall care and education provided. She liaises with the local authority and meets with other childminders to share information.
- The childminder teaches children useful skills, such as how to use a glue stick. During creative activities children use these skills and remember what the childminder has taught them. The activity develops as children pick up sequins to stick on the glue. They are proud when they lift the paper up and the sequins stick.

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:

- identify when to step back and allow children to do things they are capable of doing themselves.

Setting details

Unique reference number	EY352321
Local authority	Nottingham
Inspection number	10280577
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	2 to 2
Total number of places	1
Number of children on roll	1
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 2007 and lives in Nottingham. She operates all year round from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Kate Francis

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observations with the childminder.
- The childminder provided the inspector with written comments about her service from 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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