

Childminder report

Inspection date: 19 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care. They show positive relationships with her. For example, children smile and give the childminder good eye contact when they play a game of peekaboo. Children have access to a wide variety of toys and equipment that are attractively displayed. They learn to share toys when they play alongside the childminder with toy cars that ignite their interest. Children play in a clean and safe environment. They follow regular personal hygiene routines, such as washing their hands before they eat and after they play outdoors.

Children are physically active in the childminder's garden. Younger children manoeuvre their bodies carefully to get inside and to sit in ride-in toy cars. The childminder stands close by to support if necessary. She gives children plenty of time to enable them to complete the task on their own. The childminder provides children with opportunities to develop their hand and eye coordination. For example, she shows children how to push small balls into cardboard tubes. Younger children begin to solve problems in their play. For example, they develop their thinking skills when they begin to understand that they need to put a ball through the highest end of the cardboard tube, so it falls to the bottom. Children show a positive attitude to trying new experiences.

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

- The childminder knows the children well. She provides opportunities for children to extend their learning based on their interests, such as to learn about different transport vehicles. For example, she points to and shows children aeroplanes that are in the sky. She makes children paper aeroplanes and shows them how they can fly. The childminder takes children to a local air strip, where they can watch small planes and helicopters take off and land.
- Parents are highly complimentary about the childminder. They say that she offers their children a homely environment. Parents appreciate that the childminder takes their children to a variety of places, including local playgroups, soft-play centres and to the park.
- The childminder has found some opportunities to extend her professional development. She completes relevant training courses to develop her understanding of how to promote children's oral health. For example, the childminder talks to children about foods that are good for their teeth and the importance of keeping their teeth clean. However, the childminder has not identified how to further her training and knowledge to help her to support the individual learning needs of the children in her care.
- The childminder gives children verbal praise, such as 'well done'. She claps her hands to praise children's achievements. This helps to raise children's self-esteem and to understand what is expected of them.

- When children first start attending, the childminder gathers information about what it is like for the child in their home. This helps her to identify how to broaden children's experiences in her setting. She is aware that some children have not had opportunities to travel on public transport. Because of this, she takes children on bus trips to visit places of interest in the community.
- Overall, the childminder uses her curriculum to promote children's language development well. For example, she sings nursery rhymes and talks to children when she plays alongside them. However, on occasions, the childminder uses familiar ways to say things, such as 'horsey'. Although these words may help children's understanding, this means that young children do not consistently hear the correct pronunciation of words.
- The childminder encourages children from an early age to develop skills for future learning, such as to be independent. For example, she gives younger children minimal support to put on all-weather suits to play outdoors. She encourages them to take off their own shoes.
- The childminder makes daily routines a positive experience for children. For example, before she changes children's nappies, she asks them if she can do this. The childminder sings nursery rhymes to children when she changes them. This helps children to feel safe and secure and to form secure attachments with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a clean, tidy and well-organised environment for children. She completes risk assessments to minimise any hazards or risks to children's safety. The childminder maintains a first-aid qualification that ensures her knowledge is current. This gives her the knowledge to act appropriately in the event of an emergency. The childminder understands her responsibilities to keep children safe. She knows the signs and symptoms of abuse. This includes being able to identify if children are being exposed to extreme views or beliefs. The childminder knows where to report concerns about children's welfare to help promote their safety.

What does the setting need to do to improve?

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

- seek out further professional development opportunities to help support children's individual learning needs
- strengthen opportunities for children to hear the correct pronunciation of words.

Setting details

Unique reference number	EY363241
Local authority	Nottinghamshire County Council
Inspection number	10114428
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2007 and lives in Edwalton, Nottinghamshire. She operates for 45 weeks of the year from 8am until 6pm on Monday, Tuesday and Wednesday. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 4 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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