

Childminder report

Inspection date: 18 December 2019

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 works well with parents and other professionals to support children with special educational needs and/or disabilities. She plans activities and experiences for children but also gives them time to explore and lead their own play. Children are motivated to learn.

The childminder offers children unique opportunities to learn about people who are less fortunate than themselves. Children bring toys and food from home to put in a box to give to a charity for homeless people. They say that they give it to people so that everyone has food and presents.

The childminder has high expectations of children's behaviour. Children value the praise they receive from the childminder, such as when they use good manners. They know what is expected of them, behave well and are polite. Children have opportunities to take and manage risks in their play. Younger children climb onto the sofa and think about how to get down safely.

Children arrive happy and are keen to show the childminder items they have brought from home. They show a positive relationship with the childminder. Children sit close to her to listen to a story. Older children talk to her confidently about their needs and wishes. Children demonstrate that they feel safe and secure.

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

- The childminder knows children well. She gathers information from parents about children's prior learning when they first start. This helps her to plan for what children need to learn next. Children show a positive attitude to learning and are keen to try new experiences.
- The childminder uses the curriculum to provide further opportunities for children to help them to be prepared for future learning. For example, she takes them to different places in the local community, such as toddler groups and soft-play centres. This provides children with opportunities to learn how to adapt their behaviour in different social situations.
- Children show a good understanding of how to use technology. Pre-school children use their fingers to swipe the screen on technical devices. The childminder closely supervises children when they access technology. The childminder does not maximise opportunities to help children to develop their understanding of when they might be at risk.
- The childminder supports children's mathematical development effectively. For example, when she plays alongside younger children, she models how to count objects. This helps them to develop their understanding of numbers. The childminder provides opportunities for older children to develop their knowledge

of weight and measure. Children use weighing scales and compare how many toy animals they need on each side to make them balance.

- The childminder supports children's communication and language skills well. For example, she repeats words back that children say. This helps them to hear the correct pronunciation of words. The childminder sings songs with children, which encourages their speaking skills.
- The childminder offers children healthy snacks and meals. She talks to children about the nutritious foods they eat. Children say that strawberries, raspberries and blueberries make them healthy. Children consistently wash their hands before main meals and after using the toilet. Occasionally the childminder does not reinforce the importance of hand washing, particularly before snack time, to help children secure their knowledge of good hygiene practices.
- The childminder talks to parents daily about their children's learning. She shares photographs of children's achievements with them. Parents comment positively about the childminder. They say that she helps them to continue to support their children's learning at home, such as to promote their independence. For example, she suggests putting picture stickers in their children's shoes so that they can match them together. This encourages children to learn how to put their shoes onto the correct feet.
- The childminder helps children to be ready for their move on to school. For example, children go with her when she takes older children on the school run. This helps them to become familiar with the routine of the day and school environment. The childminder shares information about children's learning with teachers. This contributes to consistency in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training to administer certain medications to children. This helps her to promote children's good health and to meet their individual needs. The childminder completes risk assessments in her home. This helps to provide a safe environment for children to play. The childminder attends child protection training. She has a good understanding of the signs of abuse and wider safeguarding issues, such as extreme views and behaviours. She knows where to report any concerns about a child's welfare or safety.

What does the setting need to do to improve?

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

- maximise opportunities for pre-school children to develop their understanding of when they might be at risk when they use technology
- extend opportunities to help children develop their understanding of handwashing and how this links to keeping themselves healthy.

Setting details

Unique reference number	EY366325
Local authority	Nottinghamshire County Council
Inspection number	10074050
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2008 and lives in West Bridgford, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of teaching 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 held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through discussions and by reading written feedback provided.

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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