

Childminder report

Inspection date: 30 November 2021

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

The provision is good

Children develop good physical skills and learn how to keep themselves safe with support from the childminder and her assistants. One-year-old children smile while climbing steps on a slide, showing great strength and determination to pull themselves up using the handrail. They sit at the top when reminded that they may fall and hurt themselves. Two-year-old children explain that a pan they are pretending to make soup in is hot. They say not to touch the pan as this would burn.

Children are learning to play together nicely. The childminder and her assistants request that children wait their turn rather than taking toys from others. They help children understand that snatching may make others feel sad. Children listen well and patiently wait their turn. They tidy away the toys together when requested.

Children enjoy the regular praise they receive from the childminder and her assistants. When asked to find a book with a mirror, they spend time thinking about the question. They then search the stand and smile with delight when being told 'well done' for finding the correct book. Children spend a long time looking at books and listen closely to the learning provided. One-year-old children already select their favourite books. They turn the pages themselves to show others and listen closely when told what they are pointing at.

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

- The childminder has made significant improvements since her last inspection. She reviews her practice and identifies areas to develop. The childminder is using knowledge gained from a forest school training course to improve outdoor learning experiences for children. She asked parents to take children on nature trails and bring in items they find to learn more about them with the childminder.
- The childminder gives her assistants coaching tips to improve their practice. Her assistants share that the childminder has helped them to improve their interactions with children, for example, they give children time to think when they ask the name of vegetables. When children say they do not know, an assistant helps children recall the correct answer with prompts, such as 'I peel these for you.' Children think again and then give the correct answer, 'potato'.
- The childminder and her assistants are clear on what children know, and help them progress across all areas of learning. They use information from parents to provide a wide range of experiences for children, from messy play in the mud kitchen to walks to watch trains. The childminder and her assistants identify the areas of learning that children most need support in. They work well with parents to identify children that may need additional help and seek support from

external agencies promptly.

- Children enjoy learning from planned group activities, which are tailored to each child's current knowledge. Babies experiment with new textures, feeling fake snow falling on their heads when dropped by an assistant. One-year-old children roar loudly when copying the sound a lion that they found hidden in the snow makes. Two-year-old children learn about 'blizzards' when an assistant blows the snow out of her hand. However, the childminder and her assistants often choose activities for children. This limits the opportunities for children to make choices and they, sometimes, lose interest in the learning experience offered.
- The childminder and her assistants build secure bonds with the children. They help babies settle quickly into the setting with three shorter visits initially. Parents receive photo updates to help reassure them that their child is happy. Babies laugh as they play peekaboo with the childminder's assistant. They are given a cuddle when they are upset and are soon smiling again.
- The childminder and her assistant support children's communication and language development well. They sing repetitive rhymes with children regularly. Children join in singing, 'woof woof here and woof woof there.' They have a go at saying, 'wind the bobbin up' when asked what they would like to sing next. The childminder repeats the correct pronunciation of the words, making sure children can see their mouth to copy.
- Children are developing skills that they need for their next stage of learning. They spend a long time focusing on their learning and ask questions to increase their knowledge, such as asking the name of the animal they are holding. The childminder encourages children to be independent. She gives children lots of praise when they try to put their coat on by themselves.
- The childminder and her assistants do not always organise routines as well as they could. At lunchtime, they leave children sitting and waiting for too long with limited interaction. Some children become upset, and others show signs that they are bored as they play with the tablecloth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder signposts her assistants to training to help them understand safeguarding matters. She and her assistants are clear on signs that may raise concerns and who to contact if they believe children may need safeguarding. The childminder and her assistants complete safety checks of the premises and garden. Children have plenty of space to play in a safe and clean environment. The childminder ensures that she has the correct number of assistants working to meet adult to child ratios. She and her assistants supervise the children well to keep them safe. They remind children to be careful when walking near a baby who is lying on the floor.

What does the setting need to do to improve?

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

- improve planning to give children more choice and even better focus on their learning
- improve organisation of routines, such as lunch, so children's learning and well-being needs are met more consistently.

Setting details

Unique reference number	EY366878
Local authority	Nottinghamshire County Council
Inspection number	10150144
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	0 to 13
Total number of places	18
Number of children on roll	21
Date of previous inspection	2 March 2020

Information about this early years setting

The childminder registered in 2008 and lives in Newark, Nottinghamshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants and holds an appropriate qualification at level 3. The childminder offers funded early education places.

Information about this inspection

Inspector
Will Good

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a parent during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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