

Childminder report

Inspection date: 1 July 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

Children enjoy their time at the childminders home. They have developed warm, trusting relationships with the childminder, where even the youngest children are settled and confident to explore their environment. Children readily take part in adult-led activities. For example, the childminder demonstrates how to plant sunflower seeds. Children watch with interest and then copy, carefully scooping up soil to fill their pots and using their fingers to make holes for the seeds. The childminder encourages children to consider what makes seeds grow. Children recall from previous activities that seeds need water, soil and sunshine. This helps children learn about the world around them.

The childminder encourages children to share, take turns and use manners during activities and daily routines. When children refuse to help tidy up, the childminder gently speaks to them and allows them time to consider their response. As a result, children make the decision themselves to help clear away toys. The childminder understands the importance of supporting children's emotional well-being. When children become overwhelmed, the childminder suggests they sit together under the 'feelings tree'. Children readily look through 'emotion pebbles' to find one that reflects how they feel. The childminder calmly speaks with children about why they feel that way. This helps to validate children's emotions.

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

- Parents are positive and state the childminder provides a safe and nurturing environment. They say the childminder works with them to support their child's health needs and she provides advice to help them with toilet training. Parents state the childminder has helped their children's confidence and independence skills to flourish.
- The childminder encourages children to do as much for themselves as possible. Children choose resources they wish to engage with, they are starting to recognise when they need the toilet and they also wipe up spill water from their cups. When children need a change of clothes, the childminder offers to help. Children politely refuse, preferring to try for themselves. The childminder gives words of encouragement and praises children for their achievements.
- The childminder understands the importance of promoting children's good health. She provides children with daily fresh air and exercise, healthy snacks and fresh drinking water. Children are supported to complete simple self-care tasks, such as washing their hands before meals, brushing their teeth and wiping their nose.
- The childminder plans activities for children to develop their small-muscle skills. These activities help children practise the skills needed for early writing. Children carefully sprinkle coloured rice into small dishes to make flower petals. They

explore the texture of the dry rice, watching it run through their fingers. Others use brushes and water to paint patterns onto paving slabs. When younger children struggle to complete jigsaws, the childminder helps them position their pieces correctly. To this end, children persevere, pushing their piece into place to complete their puzzle.

- Children use their imagination as they work together to create a 'café'. They decide who will be the cook and who will be customers. The childminder helps them consider what they are going to sell, and how customers can place an order. Children chat back and forth to each other as they prepare tea, tomato and cake which they serve to the childminder. This helps to support children's creativity and conversational skills.
- Children have opportunities to develop their physical skills. Together with the childminder, they bend and stretch searching the long grass for wild buttercups. Others use their leg muscles as they push themselves along on bikes. In addition, the childminder regularly takes children to the local park to enable them to access more challenging equipment.
- The childminder helps children develop their language and communication skills. For example, the childminder actively engages in children's play, where she narrates what they are doing, introduces new vocabulary and gently corrects mis-pronounced words. However, at times, the childminder provides lots of information in quick succession. Children are not given time to process the information before the childminder moves on. This inhibits their ability to process the new information and make the connection with their learning.

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:

- give children time to take in new information, to allow them to think and make connections in their learning.

Setting details

Unique reference number	EY378972
Local authority	Nottinghamshire County Council
Inspection number	10337179
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 July 2018

Information about this early years setting

The childminder lives in Nottingham. She registered in 2008. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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.

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