

Childminder report

Inspection date: 10 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop the skills that they need to progress in their development and become ready for starting school. The childminder prioritises children's personal development and, through this, children are becoming independent. Younger children quickly follow instructions. They carefully climb the stairs on their own to reach the bathroom, where they wash their hands. The childminder is close enough to ensure their safety but allows these children the opportunity that they need to practise their physical skills. Children are invited to choose and prepare the fruit that they want for snack. Through this, children become confident to express their preferences and learn about making healthy choices through what they eat.

Children engage for long periods of time in the activities that the childminder offers. They develop their imagination through role play as they serve ice cream. Children hear mathematical language as the childminder describes that adding more scoops will make the ice cream bigger. They develop their small finger muscles and hand-to-eye coordination while operating utensils. This is getting them ready for writing when the time comes. Younger children begin to identify and correctly name colours that they find during their play. The childminder further develops this learning through other activities, building on what children know.

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

- The childminder has taken on the recommendations from her previous inspection and has improved in all the areas suggested to her. She has engaged in professional development and has worked with the local authority to develop her practice. The childminder has started to re-establish networking opportunities for herself. This has gone some way in supporting her well-being and building her confidence.
- The childminder has created a routine through which children feel safe and secure. Children anticipate what will happen next in their day, and this familiarity is reassuring for them. The childminder continues to focus on children's emotional development since the COVID-19 pandemic, recognising the continuing impact of these times. Parents explain that the childminder's thorough settling-in procedure quickly helps children feel happy and comfortable in her care.
- The childminder creates a well-organised learning environment and promotes children's considerate behaviour. This helps children to recognise that they should respect and care for the world around them. For example, children happily tidy away their toys when they have finished playing. When children mistakenly wipe paint on the wall, they show how conscientious they are by quickly alerting the childminder.
- The childminder accurately assesses children's development and knows what she

wants children to learn next, so that their progression is continual. She writes reports for parents explaining this information and gives suggestions about how children's development can be supported at home. Parents say that they value and use these ideas.

- The childminder uses what she knows about children's learning and development to plan activities. Through these activities, children's prior learning is reinforced and new concepts are introduced. For example, children practise their colour recognition through a painting activity, through which they also start to learn about shapes.
- Overall, the childminder uses effective teaching techniques. She supports children's speech development well through repeating and reinforcing children's language attempts. The childminder introduces new resources for children to extend their play and develop their thinking further. However, at times, the childminder does not clearly demonstrate to children how they could use these new resources to accelerate their learning even more.
- The childminder supports children's literacy development in a variety of ways. Children self-select books and the childminder reads these stories to them in an exciting and engaging way. The childminder takes children on outings to the local library to develop children's love of reading further. She explains how excited children are as they discover a room full of books.
- Children learn about what makes them unique. Through drawing self-portraits, children explore similarities and differences between themselves and their friends. The childminder uses this opportunity to positively promote equality and diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify when a child may be at risk of harm in their home or community. She knows what to do if she were to have a child protection concern. The childminder knows how to respond if an allegation were to be made about her or a member of her household. The childminder provides a safe and secure place for children to play. She prepares food in a clean and well-equipped kitchen, and children eat in an hygienic environment. The childminder renews her first-aid qualification when needed to keep her skills and knowledge up to date.

What does the setting need to do to improve?

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

- continue to develop support networks to enhance professional development and well-being
- develop teaching techniques even more by clearly demonstrating to children how they can use new resources in their play.

Setting details

Unique reference number	EY382301
Local authority	Nottinghamshire County Council
Inspection number	10231325
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	22 February 2022

Information about this early years setting

The childminder registered in 2008 and lives in Balderton, Newark. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers places for children in receipt of early years education funding.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The inspector read several parent reviews 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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