

Childminder report

Inspection date:

22 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted by the childminder warmly with a smile. They develop a close relationship with the childminder and are happy in her care. Children happily seek a reassuring cuddle and settle quickly. This has a positive impact on children's well-being and helps them feel safe and secure.

The childminder does not consistently encourage children to develop their speech and vocabulary. However, children are supported by the childminder to be independent. They climb the stairs and wash their hands by themselves. Children know the routines of the day and the childminder's expectations of them, including which chair they usually sit on at snack time. Children confidently say which healthy snack they would like when asked by the childminder and their dietary needs are well catered for.

Children are happy to explore the environment and choose what they would like to play with from the resources available. They enjoy playing alongside each other with a variety of vehicles. Children use their imagination to move the vehicles around toy garages and roads. They discuss where they are driving to and are supported by the childminder in discussing what the different vehicles do. However, children become very frustrated when they would like the same tractor and are not supported appropriately by the childminder to share.

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

- The childminder knows about children's individual personalities and care needs. She has a range of resources that support children of all ages in their development. The childminder observes children while they play and arranges the environment depending on their interests. She identifies gaps in children's skills and knowledge, including when they may need additional support. However, the childminder does not focus fully on what children need to learn next, therefore, children do not always build on what they know and can do.
- The childminder provides opportunities that children may not have experienced before, such as baking their own pizza for dinner. Children use their hand and finger muscles to roll out dough, spread tomato sauce and pick up a variety of healthy toppings. The childminder introduces new vocabulary such as 'stretchy'. However, adult-led activities are not fully adapted for different children's abilities. Therefore, they are not as effective at meeting the learning needs of the youngest children.
- The childminder reads to children to help develop their communication and language skills. Children listen carefully to a story about a 'super worm', joining in when they are prompted. The childminder makes comments and asks questions to encourage children's speech. The children show excitement when

the worm turns into a lasso. However, the childminder does not consistently use opportunities to develop children's speech and vocabulary, such as repeating key words and using simple instructions during play.

- The childminder offers praise throughout the day, which children find motivating. She encourages children to try things for themselves independently. For example, when children find it hard to strap a doll into the pushchair, the childminder encourages them to keep trying. Children use good manners when speaking to each other and offer cuddles to their friends. However, the childminder fails to support children in communicating with each other to explain how they are feeling. This means children struggle to share resources.
- The childminder undertakes training that supports her to adapt her practice. For example, the childminder has completed training about changes in the early years foundation stage. Reflecting, she streamlined the way she assesses children's progress to be able to spend more time interacting with children during their play. The childminder is passionate about children learning through real-life experiences such as visiting the local community.
- The childminder works alongside parents effectively, sharing information on their children's development and care needs. Parents say they feel well supported in how to help their children at home with what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates an in-depth knowledge of the signs and symptoms that could indicate children may be at risk of harm. The childminder knows when, and where, to make a child protection referral. She has a detailed safeguarding policy and procedure that is kept up to date. The childminder undertakes regular training to refresh her safeguarding knowledge. She checks the premises regularly to ensure it is a safe and secure environment for children to play in. The childminder checks the suitability of people living on the premises.

What does the setting need to do to improve?

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

- consistently make the most of interactions with younger children to further support their vocabulary and communication development
- adapt adult-led activities to ensure they are differentiated so they fully support all children's developmental needs
- provide children with further support in explaining and managing their feelings so they can resolve conflicts during play
- develop a sharper focus on what children need to learn when planning opportunities in the environment, ensuring enough challenge for all children.

Setting details

Unique reference number	EY382301
Local authority	Nottinghamshire County Council
Inspection number	10065308
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 November 2015

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.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector looked at and discussed all the areas of the home used for childminding.
- The inspector observed and evaluated the quality of learning during play.
- The childminder and inspector evaluated an observation of an activity together.
- The childminder and inspector discussed children's learning and development throughout the inspection.
- A range of documentation was sampled, such as the first-aid certificate, policies and procedures, and evidence of the childminder's suitability.
- The inspector took parents and children's views and comments into consideration.

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 2022