

Childminder report

Inspection date: 10 July 2023

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 models using good manners when she speaks to children. This results in children copying her and being polite to their peers in their play. Children are given plenty of choices during their self-care routines and play. This helps them to manage their behaviours. Children relish the opportunity to help the childminder complete tasks. For example, when asked, they help her to wipe tables clean before they have a snack, giving them a sense of responsibility. Children have opportunities to develop their independence and self-care skills. They are given a tissue to wipe their own noses, and the childminder provides children with a step, so they can reach the sink to wash their hands by themselves.

Children show excitement to access the wide range of toys and resources available to them indoors and outdoors. In the garden, children are reminded by the childminder to wait until the bottom of the slide is clear before they go down, helping to promote their safety and that of others. Children are supported by the childminder to develop their senses. They are asked to feel the texture of ice and learn how it melts when held in the childminder's hand. Children are asked to smell and touch herbs, such as mint. The childminder encourages children to develop a love of books. She invites children to feel different textures in books and asks them questions about the images they see on the pages. This leads on to children being enthusiastic to look at further books.

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

- When children first start attending, the childminder finds out information about their prior learning. She uses this to establish children's abilities on entry. Thereafter, she observes and assesses children's learning to help identify what they need to learn next. Children make good progress from their starting points in learning.
- The childminder provides experiences for children to learn about speed. For example, when children play with musical instruments, she asks them to play fast and slow. Children listen and follow instructions. However, the support children receive from the childminder to build on their knowledge of counting and shapes is not as effective. One example of this is during a planned activity. When children show they can count objects to seven, the childminder does not help children to build on what they already know.
- The childminder offers parents ideas and suggestions about how they can support their children's learning at home. For example, she encourages parents to provide younger children with 'tummy time' and to put toys slightly out of their reach to help develop children's physical skills.
- Since the last inspection, the childminder has made changes to her garden. This provides children with a rich and varied range of toys and resources and enables

them to play outdoors in all weathers. However, the childminder does not seek the views of parents when she reflects on her practice. This will help them to have a greater involvement in their children's experiences.

- The childminder finds out about children's experiences at home and builds on these. For example, she takes children strawberry picking to help them learn about how food grows. The childminder takes children to places of interest, such as nature parks, to learn how to use natural resources in their play. For example, children use brushes with mud to make pictures.
- The childminder has rules and boundaries in place. These include for children to sit at the table to eat and drink, to share and to be kind to others. They are reinforced in every day routines, helping children to understand what is expected of them.
- The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about wearing hats and sun cream on hot days to promote their good health. The childminder gives parents information about online safety to help them keep their children safe when they access the internet at home.
- The childminder extends her professional development. For example, she attends webinars and completes training online. Recent training helps the childminder to reflect on how she shares information with both parents, particularly children's dads. So, she ensures that both parents know about their children's day and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments in her home. She uses safety equipment, such as gates, to stop children from accessing certain areas of her home on their own. If unauthorised people arrive to collect children, the childminder phones parents and asks for a description and the persons name before she lets children leave her care. This is to ensure that children leave with a person known to parents. The childminder knows how to identify if children are at risk of potential harm or abuse. She knows where to report concerns about children's safety or if an allegation of abuse is made against herself.

What does the setting need to do to improve?

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

- support children to build on their knowledge of counting and shapes
- explore how parents can be involved in the self-evaluation process.

Setting details

Unique reference number	EY389910
Local authority	Nottinghamshire County Council
Inspection number	10289124
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in Dunham-on-Trent, Nottinghamshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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