

Childminder report

Inspection date: 6 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

Children thoroughly enjoy their time at the childminder's home. The childminder creates an enticing environment that sees children fully engage with the activities on offer. Children are inquisitive and join the childminder and her assistants on a bug hunt. They use magnifying glasses to explore the environment and find snails, ants and spiders. Children persevere, cooperating with their friends as they hunt for different bugs. The assistant introduces words such as 'camouflage' and explains that ants hide behind the rocks. Children excitedly tell their friends when they find a snail shell and a cobweb. The childminder and her assistants ask the children to consider why snails have shells. Children recall previous learning and know the shell protects the snail.

Children embrace outdoor play where they use their muscles and develop their coordination skills. For example, children push dolls in pushchairs and pull themselves along in ride-on cars, carefully navigating around the outdoor toys. The assistant notices children are interested in colours. Children are challenged to find items of certain colours, such as yellow, orange and blue. They busy themselves as they carefully consider each item, ensuring that they are the correct colour. The assistant extends this further by showing children how colours have different shades. This helps children develop their mathematical knowledge.

The childminder ensures that children are safe. She encourages children to drink water to keep them hydrated. Children recall previous learning and tell the childminder they need to wear hats in the sun to protect their heads. This helps children learn how to keep safe.

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

- The childminder embeds opportunities for children to develop their independence skills within daily routines. For example, children are encouraged to do as much for themselves as possible. They tidy resources, carefully ensuring that the correct item is in the right box. Children put on their aprons, and they access the toilet and handwashing facilities independently. Even the youngest children know to take off their shoes inside and put them in the box.
- Children behave well. The childminder and her assistants are good role models, and they speak to children with respect. Children copy these actions, using their manners and offering to help their friends. The childminder swiftly intervenes during any minor disputes between children. She speaks to children gently, reminding them to use 'kind hands' and suggesting how to share toys. This supports children to understand expectations of behaviour and the impact they have on others.
- The childminder evaluates her practice, in order to enhance her provision

further. For example, she recently identified that older children wanted a quiet space to look at books away from younger children. To this end, the childminder took part in a fundraising event to purchase a reading tent. The new tent provides children with quiet time away from others, so they can explore books by themselves. In addition, the childminder ensures that her assistants receive regular supervision and training opportunities to expand their knowledge and skills further.

- Parents are overwhelmingly positive and state the childminder and her assistants have developed caring relationships with their children. They state their children have developed their social skills and made new friends. Parents say the childminder shares strategies with them, so they can help progress their child's learning further.
- The childminder and her assistants know the children well. They are interested in what children are doing and encourage them to talk about their play. However, interactions are not yet consistent. For example, occasionally, children are asked several questions in quick succession or given answers before they have had time to think for themselves.
- The childminder provides children with daily fresh air and exercise and with healthy meals and fresh drinking water. Children enjoy washing dolls. The childminder uses this opportunity to talk to children about brushing their teeth and washing germs off their hands. However, the childminder does not carefully consider children's individual needs when planning rest time. To this end, children are encouraged to spend long periods of time in front of the television. Children show little interest in this activity, which sees them fidget, while waiting for play to resume.
- The childminder provides plenty of opportunities for children to develop their small muscles. This helps them practise the skills they need for early writing. For instance, children use small hammers to tap and break ice blocks and find what is hiding inside. They use chalk to draw lines and circles on chalkboards. As children enjoy water play, the childminder shows them how to use sponges to soak up water. Children are fascinated by this and carefully squeeze sponges and deposit water into bottles. This helps children develop their perseverance skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. The childminder and her assistants are aware of the signs and symptoms that indicate a child is at risk of harm. This includes children who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a colleague. Children are well supervised at all times, and the childminder undertakes risk assessments to ensure that the environment is safe.

What does the setting need to do to improve?

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

- strengthen staff practice to ensure that all children experience high-quality interactions to build further on their existing skills and knowledge
- plan a wider range of purposeful activities that help children relax and rest while also meeting their individual needs.

Setting details

Unique reference number	EY391787
Local authority	Nottinghamshire County Council
Inspection number	10300711
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 9
Total number of places	12
Number of children on roll	29
Date of previous inspection	15 December 2017

Information about this early years setting

The childminder registered in 2009 and lives in Long Eaton, Nottingham. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with four assistants.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder's 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 observed the interactions between the childminder, the assistants and the children.
- The inspector carried out a joint observations of a group activity with the childminder.
- Parents shared their views of the childminder 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.

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