

# Childminder report

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Inspection date: 2 March 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children happily play with other children. For example, older children show younger children how to use a hammer correctly to bang nails into wood safely. Children behave well and learn how to share and take turns. They pass their friends cutlery when they eat their lunch. Children use a sand timer as a visual prompt to help them to understand, for example, when it is their turn to have their book read.

The childminder understands how children progress. She plans experiences to help children to develop their enjoyment of songs and music. For example, children are excited to see what is in a box. They pick out toys that represent a nursery rhyme. When the childminder sings the rhyme, children explore how they can make sounds with musical instruments, for example by shaking and banging them. Children show good hand-and-eye coordination. They use wooden blocks to build and construct a tower. Children show determination and perseverance when their tower falls down. They build it again, even higher. Children show an interest in books. They dress up as characters to celebrate special events, such as World Book Day. Younger children are keen to feel different textures in books. They show their understanding of images when they point out objects on a page when the childminder asks.

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

- The childminder helps to prepare children for future success by providing opportunities for them to carry out tasks by themselves. For example, children use knives safely to butter toast. They have good hygiene routines and wash their hands independently before eating and after using the toilet.
- The childminder provides opportunities for children to learn about healthy eating and the journey of food from ground to plate. For example, children say that they help the childminder to plant and grow tomatoes and green beans in the garden. Children help the childminder to prepare meals, for example by mixing vegetables to make a sauce. They show excitement when they discover that they have pasta for lunch. Children say that it is their favourite.
- The childminder shares information with parents about children's development. She encourages parents to continue children's learning at home. For example, she talks to them about songs they can sing with their children to help to promote their speaking skills. Parents comment positively about the childminder. They say that her kindness, patience and compassion are second to none.
- The childminder has worked hard to develop partnerships with schools that children move on to. She shares information with school teachers about children's development, to help to promote consistency in their learning.
- Since her last inspection, the childminder has extended her professional development. She accesses relevant training courses online and reads articles in

childcare magazines. This helps her to extend her knowledge of how to identify and support children's well-being. She gives children plenty of positive praise for their achievements, such as 'high fives'. The childminder recognises that this helps to boost children's self-esteem and confidence.

- Through observations and assessments, the childminder identifies what children need to learn next. She helps children to develop their physical skills. For example, she holds younger children's hands and encourages them to walk. The childminder provides opportunities for older children to join in action rhymes. Children lie on the floor and pretend to sleep, then jump up and pretend to be a butterfly. However, occasionally, the childminder does not plan and manage group activities well enough. She does not always maintain children's focus to enable them to get the most from the learning opportunity offered.
- The childminder reflects on her practice. She has made changes to her garden to provide further opportunities for children to explore and investigate. For example, children play with water and natural materials. However, the childminder has not identified how some aspects of the learning environment do not always enable younger children to engage in their interests. For example, occasionally, younger children struggle to play with toys and resources that are above floor level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily risk assessments in her home. She uses safety equipment, such as a gate, to stop children accessing certain parts of her home unaccompanied. This helps to promote children's safety. The childminder maintains a first-aid qualification, which ensures that her knowledge is current. This gives her the knowledge to act appropriately in the event of an emergency. The childminder knows the signs that may suggest a child is at risk of harm or abuse. She understands wider aspects of safeguarding, such as the 'Prevent' duty. The childminder knows the relevant agencies to contact if she has concerns about children's safety.

## What does the setting need to do to improve?

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

- strengthen the organisation of group times so that all children remain focused and get the most from the learning opportunities offered
- review the organisation of resources to promote younger children's interests and engagement more effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY401313                                                                          |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10065312                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 23 October 2015                                                                   |

## Information about this early years setting

The childminder registered in 2009 and lives in Mapperley, Nottingham. She operates during term time from 8am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Hayley Ruane

## 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 setting.
- The childminder and the inspector had 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 and evidence of the suitability of persons living in the household.
- 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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