

Childminder report

Inspection date:

7 November 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children show positive relationships with the childminder, any assistants she works with and their peers. In the garden, they play team games. Children pretend to be wolves and chase others to try and catch them. All children and adults run around the garden, laughing together to avoid being caught. Children are supported to develop their communication skills. For example, the childminder copies younger children's movements, such as when they move their heads from side to side. After younger children make babbling noises, the childminder responds with words, helping them to develop an early understanding of how to take turns in conversations. Older children hear and copy new words, such as 'squishing' and 'squeezing' when they play with objects in water. This helps to build on their vocabulary.

Children are encouraged to be independent. For example, older children are asked to put on their boots before they play outdoors, and do this on their own. When children say that they cannot peel bananas by themselves, the childminder encourages them, saying 'you do it'. She offers hand-over-hand support to show children how to do this. Children are supported to understand how to be patient and wait their turn when they want the same toys that others have, such as toy cars. For instance, the childminder explains that they can play with the toy car when other children have finished with it.

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

- The childminder observes and assesses children's development to identify what they need to learn next. This includes supporting children to develop their speaking skills. She provides children with toy mobile phones that encourage them to pretend to communicate with people on the other end. Younger children show their imagination when they hold the phones to their ears and say 'hello' and 'goodbye'.
- Children are supported to develop their mathematics skills. For example, when they play with pretend leaves and toy hedgehogs, the childminder talks to them about a hedgehog being under and on top of leaves. This helps children to understand language to describe position. When children play with pine cones, the childminder helps them to learn which one is small, medium and big, helping them understand about different sizes.
- Parents say that they love reading the updates they receive from the childminder about their children's day. The childminder shares information with parents about how they can continue their children's learning at home, such as their speaking skills. For example, she supports parents to sing nursery rhymes with their children at home.
- Overall, the childminder supports children to show positive behaviours. For

example, she asks them to show her the behaviours she wants to see. This includes asking children to sit on their bottoms on the sofa and to use their 'walking feet' indoors. However, sometimes, the childminder and any assistants she works with do not support children to listen and follow instructions when the routine of the day changes. This includes when they ask children to help tidy away toys and put their snack bowls away.

- The childminder offers children nutritious food and drinks to promote a healthy diet. She encourages children to broaden their diet, offering them opportunities to use food in their play, such as to peel the leaves from brussels sprouts. The childminder talks to children about the sugars in foods and the effect that these can have on their teeth.
- The childminder talks to children about road safety when she walks with them in the street. Parents say that their children remember this and often tell them that green is for go and red is for stop. However, the childminder has not developed her knowledge of how to help older children to recognise and understand what to do if concerns arise when they use the internet at home.
- The childminder continues to implement the changes she made after the COVID-19 pandemic. She finds that these still benefit children's emotional well-being and health. For example, she asks parents to leave their children at her door, enabling children to settle quickly into her care. The childminder asks children to wash their hands when they enter her home and finds that this reduces childhood illnesses.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 listen and follow instructions during daily routines
- extend knowledge of how to support older children to identify and understand what to do if they encounter potential risks when they use the internet at home.

Setting details

Unique reference number	EY401663
Local authority	Nottinghamshire County Council
Inspection number	10359925
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 10
Total number of places	12
Number of children on roll	21
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in Hucknall, Nottinghamshire. She operates all year round from 7.30am to 5.30pm Tuesday, Wednesday and Thursday. She offers before- and after-school care during term time, Monday and Friday from 7.30am to 9am and from 3.30pm to 5.30pm. The childminder provides funded early education for children aged from nine months. She holds an appropriate level 3 qualification. The childminder works with assistants.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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 and any assistants she works with. She reviewed a sample of documentation.
- Written feedback from parents and school teachers 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.

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 2024