

Childminder report

Inspection date: 3 November 2021

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 a positive relationship with the childminder and demonstrate that they feel safe and secure. One-year-old children run to the childminder with open arms and give her a cuddle. Three-year-old children lay their head on the childminder's lap for some quiet time. Children behave well and learn to share. For instance, one- and two-year-old children take turns when they use wooden blocks to build and construct a tower. When the tower is complete, they smile, clap their hands and raise their arms in the air to recognise and celebrate their achievements.

Children are keen to explore the environment and show excitement when they play with toys the childminder provides to promote their interests. For instance, children show a good imagination when they use toys to put on a 'puppet show'. They use pretend voices for characters, such as a police officer, and tell the childminder, 'You are under arrest.' Children think critically and solve problems in their play. For instance, when there are not enough chairs around the table at snack time, the childminder asks children to count the number of children and chairs. Children then work out that one more chair is needed so that all children can sit down. Children are independent and learn how to use tools safely. At snack time, they use knives safely to cut up banana.

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

- The childminder supports children well to develop their language skills. For example, when children pronounce words incorrectly, she repeats the word back to children so that they hear the correct pronunciation. The childminder asks children a good range of questions when she plays alongside them. For example, when children want to attach paper to a cardboard tube, the childminder asks them, 'What do you need to make it stick?' This encourages children to think and to talk about what they are doing, which helps them to learn skills for future learning.
- When children first start attending, the childminder finds out from parents about the opportunities children have at home. She uses this information to plan for children's learning and to broaden their experiences. For instance, she identified that some children did not have opportunities to socialise with other children due to the COVID-19 pandemic. Because of this, she takes children to childminding groups where children mix and play with other children.
- The childminder actively promotes positive behaviour. For instance, she reminds children to use good manners and to be polite when they receive food. The childminder gives children a 'high five' to praise their achievements.
- Partnerships with parents are good. The childminder works with parents to establish what children need to learn next. She encourages parents to continue

children's learning at home. For example, children borrow books to take home for parents to read to them. This encourages children to develop a love of stories.

- The curriculum is thoughtfully planned to support all areas of learning. The childminder observes children when they play. She identifies children's interests and reviews their development often. This helps the childminder to identify how she can support children's development. However, on occasions, the childminder does not support group activities well. Children become distracted by toys and resources around them and do not pay attention or engage fully in the learning experience that is offered.
- The childminder reflects on her practice. This helps her to identify how to provide further opportunities for children to make independent choices. For example, at snack time, the childminder shows children pictures of different snacks she is able to offer them. Two- and three-year-old children name the food they would like. One-year-old children point to the picture of the food they would like to eat.
- The childminder extends her professional development. For instance, she liaises with other childminders, completes online training courses and reads childcare publications. This helps her to gain ideas of activities to provide for children. However, she recognises that she needs to seek out further training and support, to develop her skills to a higher level.
- The childminder has failed to notify Ofsted of a change in her circumstances. This is a breach of requirements; however, it does not impact negatively on the overall quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in helping to keep children safe from harm. She undertakes regular safeguarding training to keep her knowledge of possible signs of abuse current. This includes being able to identify if children are at risk of being influenced by extreme views and beliefs. The childminder knows where to report concerns about children's safety. The childminder liaises with parents to find out about children's allergies and food intolerances. She ensures that she provides healthy, balanced meals which promote children's individual health needs. The childminder maintains a clean and safe environment for children to play.

What does the setting need to do to improve?

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

- help children to concentrate and engage fully during all group activities, to support their learning and development even further

- increase opportunities for professional development, to continually extend knowledge of how to support children's learning.

Setting details

Unique reference number	EY405891
Local authority	Nottinghamshire County Council
Inspection number	10065317
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 November 2015

Information about this early years setting

The childminder registered in 2010 and lives in Mapperley, Nottingham. She operates all year round from 8am to 5pm, Monday 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 her 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 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.
- The inspector reviewed written feedback from parents and 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 2021