

Childminder report

Inspection date: 12 December 2024

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 gets down to the children's level to play and interact with them. This helps her to nurture and build trusting relationships with the children she cares for. Children confidently approach the childminder and her assistants for cuddles and reassurance when needed. The childminder and her assistants encourage children to talk about the things that are important to them. The childminder shows interest as children tell her about the things that their mischievous Christmas elves have been getting up to. She asks the children questions to extend the conversation, encouraging the children to talk about the preparations that are taking place at home for Christmas. Children excitedly explain that they helped their parents to decorate their Christmas tree. They are becoming confident communicators.

During a creative activity, the childminder provides twigs and small branches to paint with. She explains the dangers of waving the twigs around and that they could catch their friend in the eye. The children follow instructions about how to stay safe when using the twigs to paint. The childminder introduces mathematical language as the children paint. She helps the children understand size, supporting them to identify the biggest and smallest twigs and compare the difference in size.

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

- The childminder identifies what she wants individual children to learn based on her ongoing assessments of their development. Funding that children receive, such as early years pupil premium, is used effectively to meet and support the individual development needs of children.
- The childminder has designed a curriculum that supports and encourages children to be confident to communicate, independent and be able to form friendships. However, during some adult-led learning experiences the childminder's intent is overly ambitious and complex. She expects too much from some children and they struggle to engage fully in the activity on offer.
- The childminder and her assistants model language well. They repeat simple words for young children to hear that relate to their play and actions. Children hear words such as splat and splash as they paint. The childminder allows children the time needed to think and respond to questions. When children struggle to vocalise what they want to say the childminder responds well to children's gestures. For example, she gives the children a choice of paint bottles so they can choose the colour they want to use by pointing.
- The childminder and her assistants have clear expectations for behaviour. They model kindness and respect as they interact with the children. The childminder and the assistants consistently remind children to say please and thank you. They praise children when they remember to say this without being prompted.

Children behave well, they listen to the childminder's instructions and follow them. They eagerly help with tasks, such as tidying up toys and creative activities, when asked to do so.

- The childminder ensures that children have many opportunities to socialise with other children. She takes children to the library to story groups and she meets up with other childminders so the children can play with children of their own age. However, the childminder has not yet identified how to help children learn about the festival and traditions that are important to them and their families, and understand their diversity and differences.
- The childminder and her assistants build positive relationships with parents. They keep parents well informed about what their children have been doing during the day. The childminder shares information with parents about their child's development and helps parents understand how to support their children to continue their learning at home. This helps ensure a consistency in the support that children receive.
- The childminder is a reflective practitioner. She aims to continually enhance the provision she provides to benefit the children. The childminder listens to webinars on a range of childcare and educational subjects. She has recently reviewed and updated her procedures for maintaining confidentiality of information, to ensure that she only shares information where there is a professional need to do so. In addition, the childminder ensures that her assistants have ongoing guidance and development opportunities to ensure that their childcare knowledge and practice is up to date.

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:

- strengthen the planning and implementation of adult-led group activities to ensure that all children can take part fully
- develop the curriculum for the understanding of the world, to reflect the cultural diversity of the children who attend the setting.

Setting details

Unique reference number	EY406175
Local authority	Nottinghamshire County Council
Inspection number	10377100
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 6
Total number of places	18
Number of children on roll	14
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Forest Town, Mansfield. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides government funded places for children aged nine months to three years. The childminder works with two assistants.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector took account of parents' views through reading written feedback.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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