

# Childminder report

---

Inspection date: 14 February 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

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

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

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

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

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

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

### **The provision is good**

Children are happy and enjoy their time in this welcoming childminder's home. They are comfortable in their surroundings and build strong relationships with the childminder and her assistant. They know where the toys are in the home and understand the routine. This helps them to feel emotionally secure as they move safely and confidently around the home and choose what they wish to play with. Children relish playing outside and safely negotiate the step. They run around the garden screaming with delight as they jump higher and higher. Children play football and kick the ball with control to each other and the assistant. This helps to develop their physical skills and coordination.

Children have a positive attitude to their learning and thoroughly enjoy being with the childminder. This is clear as they use play dough to make gingerbread men and pizzas. Children use their small-muscle skills well. They squeeze and poke the dough and select resources, such as cutters and rolling pins. They share the pretend food with the childminder and talk to her about their favourite food. The childminder extends their learning, encouraging the children to count and recognise shapes as they manipulate the play dough.

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

- The childminder knows what she wants the children to learn and implements a curriculum that takes into account children's interests. The childminder offers children a variety of opportunities to promote their learning and prepares them for the future, for example she promotes a love of books. Children snuggle close and listen to a story about a monkey. They giggle and laugh as the assistant repeats the phrase 'Boo, here is the cheeky monkey.' This encourages the children to listen and develop their early literacy skills.
- Overall, the childminder supports children's language skills well. She speaks clearly and repeats words for younger children to hear and introduces new words to help to extend children's vocabulary. For example, she describes a pretend pizza as being delicious. However, at times, the childminder and her assistant ask too many questions in one go. They do not leave children enough time to respond to a question they have asked before asking another one. As a result, the childminder and her assistant are not fully supporting children to think about what they have been asked and use the words they know to offer an answer.
- Partnerships with parents are strong. The childminder keeps parents up to date about their children's learning. She talks to parents at drop off and collection time and sends them photographs of their children's achievements. Parents comment that the childminder is caring and kind and has a very good bond with their children.

- The childminder gets to know children well right from the start, and learns about children's experiences at home. She builds on these to help to broaden children's knowledge. For instance, children visit many places of interest around their community with the childminder, such as the local nature reserve, woodlands and park. Here, they feed the ducks and look at the different types of birds helping the children to develop their understanding of nature.
- The childminder and her assistant promote children's positive behaviour well. They give clear instructions that the children follow. For example, at tidy-up time all the children willingly help to put the toys away. The children play well together, share the toys and take turns. For instance, when two children play with cars they roll the cars to each other and the older child says, 'Your turn'.
- The childminder has hygiene routines in place for children to follow and provides healthy foods and water to drink. She supports children to complete age-appropriate tasks. For example, children wash and dry their hands before eating and older children help to set the table for lunch. Children feed themselves and are polite, saying please and thank you at mealtimes.
- The childminder and her assistant work well as a team. They know the children and their families. They attend mandatory training together, such as renewing their first-aid qualification. The childminder has arrangements in place to check her assistant's practice. These include regular meetings and observations. However, she does not give her assistant enough feedback about how to promote children's speaking skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe from harm. They keep their safeguarding knowledge up to date through attending training. The childminder and her assistant know who to contact and what to do if they have a concern about a child's welfare. They are aware of the other aspects of child protection, such as the 'Prevent' duty. The childminder carries out suitability checks of her household members and her assistant, to ensure children are safe. The childminder maintains a safe environment. She carries out fire drills with children, so that they understand what to do in an emergency.

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

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

- develop questioning techniques and give children more time to respond to questions asked to help them to build on their speaking skills and express their ideas
- strengthen the arrangements for monitoring the assistant's practice, paying

particular attention to developing children's speaking skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY413901                                                                          |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10235440                                                                          |
| <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 6                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 1 March 2017                                                                      |

## Information about this early years setting

The childminder registered in 2010 and lives in Toton, Nottingham. She works with an assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

## Information about this inspection

### Inspector

Jan Hughes

## 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 inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and her assistant and the children to consider the impact these have on children's learning.
- The parents provided written statements for the inspector, so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder and her assistant.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023