

Childminder report

Inspection date: 9 August 2021

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

Children are happy and show that they feel safe and secure. They confidently leave parents at the garden gate of the childminder's house. Children are keen to investigate the toys and resources offered. Younger children use chalk on a black board and explore what marks they can make, this helps to develop their hand and eye coordination. Children begin to learn how things work. They show curiosity when they find toy keys and try to fit these into a hole on a toy door. The childminder supports children to stretch their abilities. She encourages older children to recite from memory favourite stories. They share these with their friends and demonstrate good social skills and confidence. Children are creative and show good imaginative skills. They use dough to make different planets in the solar system, such as 'Saturn'.

Children are confident communicators and the childminder listens to their views and comments. For instances, when the childminder tells children it is snack time, children shout 'can we have a picnic?'. Children sit with their friends on a blanket on the ground and eat a snack. This creates a culture of mutual respect. Children use good manners and are polite. For example, when they receive a plate from the childminder at lunchtime, they say 'thank you'. They learn to play cooperatively with each other by sharing and take turns during activities.

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

- When children first start attending, the childminder speaks to parents and gathers information from them about what their children already know and can do. She uses this information to identify what children need to learn next. An example of this is when she sings nursery rhymes with younger children to encourage their speaking skills.
- Through discussions with parents, the childminder is aware that not all children have opportunities to interact and play with other children at home. So, she provides activities to support children's developing social skills.
- When children attend another early years setting, such as a pre-school, the childminder shares information with the staff about children's learning, development and behaviour. This helps to promote consistency for children. For example, to use the same strategies to help support children's behaviour.
- Parents comment positively about the childminder and her co-childminder. They say that their children are in 'great hands'. Parents comment on how much their children 'love Coco the family dog' and this experience has given them a 'huge enthusiasm and confidence with animals'.
- The childminder helps children to appreciate foods that are healthy. For instance, she talks to children about the benefits of different foods and offers them a range of healthy snacks. At lunchtime, children tell visitors that they

need to eat their 'sandwiches' first. They say that it makes them 'strong'.

- When children use technological devices to access information on the internet, the childminder sits with them to monitor what they are viewing. However, she has not considered how she can help them to identify potential dangers and hazards when they use these devices.
- The childminder and her co-childminder reflect on their practice. This helps her to plan the environment for children to encourage their independence. For example, the childminder displays younger children's toys at a lower level for easy access and to encourage independent choices.
- Through observation and assessments, the childminder identifies what children need to learn next. She helps children to learn the skills they will need when they move on to school. For instance, she encourages older children to listen and follow instructions.
- Occasionally, the childminder does not plan and manage group activities well enough. She expects children under the age of one, for example, to sit and listen to stories for the same amount of time as older children.
- The childminder encourages children to follow the rules in the setting. For example, children know to wash their hands when they arrive. They help the childminder to tidy away toys before snack time. Children learn the behavioural expectations in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home and garden are safe, secure and well maintained. For example, when visitors ring the doorbell, a camera links to the childminder's telephone that enables her to see the person before she answers the door. This ensures that only suitable people have access to children, contributing to their safety. The childminder has a secure understanding of the action to take and who to contact if she has any concerns about a child's welfare. She ensures her assistant's knowledge of child protection is up to date. The childminder understands the procedure to follow to report any allegations of abuse made against herself, her assistant or co-childminder. This helps to keep children safe.

What does the setting need to do to improve?

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

- improve knowledge of how to help children to become aware of potential dangers and hazards when they use technological devices to access the internet
- strengthen the planning of group activities to meet the capabilities of all the children who take part.

Setting details

Unique reference number	EY418000
Local authority	Nottinghamshire County Council
Inspection number	10203301
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2010 and lives in Arnold, Nottingham. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and, occasionally, an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) 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 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 to 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 and children who attend school 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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