

Childminder report

Inspection date: 16 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy to see the childminder and excited to play in her home. They are close to the childminder, who offers them reassurance and cuddles when needed. The childminder supports children's social skills and helps them to build close friendships with other children. With her encouragement they learn to share resources and negotiate politely when they want the same toy.

The childminder's teaching supports children to focus on learning. For example, she gives clear instructions to help children to categorise different objects while exploring a range of resources. Through this activity, children practise recognising different colours and shapes. The childminder teaches children how to compare bigger and smaller objects and helps them to understand quantities, such as full and half full. Children enjoy using their imagination to pretend colourful bowls are pools of water for the animals. They listen carefully as the childminder models how to count the objects as they put them into the 'pools'. Children are motivated to persevere by the childminder's praise and encouragement, despite finding this activity challenging at times. They imitate the support she provides them as they help and support their friends to complete the task.

Children know what the childminder expects of them during the day. They turn on their 'listening ears' and remind one another about rules the childminder has in place, such as always using kind hands and kind words. The childminder praises children for using good manners when they respond to one another using 'please' and 'thank you'. The childminder supports children to develop their independence. She reminds them to wash their hands, which they manage independently, ready for their dinner.

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

- The childminder knows each child well, including their individual personalities. She finds out about their family and experiences they have at home. The childminder identifies what children already know and can do. She plays alongside children to assess what they need to learn next, including in preparation for starting school.
- The childminder supports children to strengthen their hand and finger muscles in preparation for writing. She encourages them to develop their ability to tip and pour, for example, by using a tray of different cereals, spoons, scoops, jugs and weighing scales. Through adult-led activities the childminder also teaches children new concepts, such as heavier and lighter by showing children how to use weighing scales. However, at times, the childminder limits the progress children can make by focusing too closely on how she wants them to learn a specific skill or concept. The childminder does not always recognise how

children's learning develops further when they introduce their own thoughts and ideas.

- Overall, the childminder interacts well with children throughout their play. She sings counting songs as children play and encourages them to join in, practising how to say numbers in the correct order. The childminder asks children questions during their play and encourages them to think and predict. For example, she asks them to describe what they think will happen when they put more cereal on one side of the weighing scales. However, at times, the childminder asks too many questions during interactions and does not give children enough opportunity to use and develop their language. Occasionally the childminder uses language, such as 'doggy', which does not support children to learn accurate vocabulary.
- The childminder teaches the children how to keep themselves safe and well. She helps them to learn to wash their hands before mealtimes and after using the toilet. The childminder encourages children to role play care routines with dolls, in preparation for toilet training. She supports them to change the doll's nappy. The children all giggle as they pretend there is an awful smell as the doll has done a 'poo'.
- The childminder has undertaken professional development since her last inspection and developed her curriculum using this information. She accesses training to develop her understanding of how children learn and implements this into her practice. For example, she researched and improved her understanding of different ways to assess what children know and can do and now uses this to better support their learning.
- Parents and carers are complimentary about the care and support the childminder provides. They say she communicates well with them about what their children do during their day and comment that she goes 'above and beyond' to help children to develop.

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:

- improve the use of children's thoughts and ideas to support them to make the most progress during activities
- use a wider range of interaction techniques to further enhance children's communication skills and vocabulary.

Setting details

Unique reference number	EY422025
Local authority	Nottinghamshire County Council
Inspection number	10282969
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 February 2023

Information about this early years setting

The childminder registered in 2011 and lives in Mansfield, Nottinghamshire. She operates all year round from 8.30am until 3.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The childminder and inspector observed and evaluated an activity.
- The inspector observed the childminder and children of all ages.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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