

Childminder report

Inspection date: 11 March 2020

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 very happy in the childminder's home. They independently explore their environment and choose their play from easily accessible toys and resources. Children have secure bonds with the childminder, understand her expectations and behave incredibly well. They are happy in her care. Young children show respect to each other. For example, they share and take turns as they explore a discovery basket. They demonstrate awe and wonder as they explore the shape and texture of a range of everyday objects.

Children become absorbed in imaginative activities. They enjoy pretending to call each other on mobile phones and hide behind chairs so they cannot see each other while they talk. Children develop good early literacy skills. They enjoy exploring books and using props to help bring stories to life. Children eagerly turn the page and anticipate what will happen next. Children have good opportunities to explore number. For example, they search in the sand for hidden numerals. Younger children enjoy digging and finding the numeral, and older children have a go at placing the numbers in order.

Children's personal, social and emotional development is encouraged through regular praise and reassurance. They respond with enthusiasm as they are given jobs to do. For example, children enjoy helping the childminder sweep the sand off the floor. They know that they 'might slip' if the sand is left.

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

- The childminder provides activities and experiences for children, knowing what will interest them. She plans effectively across all areas of learning so that children can build on what they know and can already do. However, the systems used to monitor and assess the quality of children's achievements are not robust enough to securely identify gaps in children's development. Nevertheless, children are making good progress and are developing the skills they need for their future learning, including their move to school.
- Children are developing a good range of self-help skills. They learn to help with tasks such as tidying up. The childminder teaches children how to blow their noses and dispose of the tissues hygienically. When the time is right, the childminder works closely with parents to support toilet training.
- Parents are very happy with the quality of education and care their children receive. They praise the childminder's 'home-from-home' environment and comment that she has played a huge part in their children's development. Parents have opportunities to share their children's achievements from home. This helps to inform the childminder's planning and provide a consistent approach in children's ongoing learning.

- From an early age, children show concentration and resilience to achieve. This is demonstrated as young children enjoy building a 'city' with various blocks and shapes. They follow the childminder's instructions, for example to 'turn it around' in order to balance the piece successfully. They show perseverance as their structure topples and they work together to build it 'even bigger'.
- The childminder speaks clearly and comments on what children are doing. However, she does not consistently correct children's speech when they mispronounce words. Nor does she encourage children's use of full sentences, to help them make excellent progress in their communication and language development.
- Children are provided with good opportunities to explore the local environment with the childminder. For example, they visit local parks, farms, soft-play centres and the library. This helps to support their physical well-being and their understanding of the wider world.
- The childminder has a very good understanding of children's individual needs and routines gained through effective settling-in arrangements. Parents who are new to the area have had opportunities to meet other parents through social events the childminder has planned. This has developed friendships between the children.
- The childminder completes training and shares ideas with a wider childminding group. In addition, she helps out at a local school and reads articles from magazines and the news. Professional development opportunities such as these help her to further the experiences she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms of child abuse and wider safeguarding issues. She fully understands her responsibility to protect children in her care and how to report her concerns. The childminder has robust safeguarding procedures in place. She keeps her safeguarding knowledge up to date, including on the 'Prevent' duty, through attending regular safeguarding training. The childminder's home is very well organised and she has suitable space for children to move freely both indoors and outside. She regularly monitors and reduces risks around her home to help 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:

- enhance systems for monitoring children's achievements, to be even more consistent in planning for their next stages of learning
- support children's language more effectively, to help them to rapidly develop their communication skills.

Setting details

Unique reference number	EY422139
Local authority	Nottinghamshire County Council
Inspection number	10065330
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Hucknall. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The inspector observed all of the areas used for childminding and discussed with the childminder the activities she provides for the children.
- The inspector observed the quality of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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