

Childminder report

Inspection date:

7 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children develop very strong relationships with the childminder. They enjoy lots of individual attention and have lots of fun while sharing jokes. Children show that they feel happy and safe. For example, they confidently engage in conversations with visitors to the setting. Children behave very well. They know and understand simple rules and boundaries for keeping themselves and others safe. For example, children help to tidy away the toys when preparing for a snack. They sit at a table and concentrate very well as they confidently cut grapes with a knife.

The childminder has high expectations for children's development. She gives children plenty of time to think and encourages children to make lots of decisions in their play. For example, after reading a story about sticks, children decide to create their own 'stickman'. They choose which materials to use and decide how to assemble and join the materials together. Children become fully engaged and show a very positive attitude towards their learning.

Children develop their communication and language skills particularly well. While reading books, they use language to suggest the next event in the story. The childminder listens intently to what children say and helps them to sound out the initial letter of words, such as 't' for 'tree'. As a result, children are confident talkers. They use language to engage with others, confidently ask questions and share their thoughts and experiences.

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

- The childminder provides children with unique experiences that enhance their learning about the wider world. She helps children to be confident to engage in new experiences. For example, after children talk about their family adopting a cat, they enjoy taking the childminder's pet rabbit to the vet. This helps them to learn about the role of a vet and how to keep their pets healthy. Children also enjoy making friends at toddler groups. This experience is new for children who do not live with other children at home.
- Children concentrate for long periods of time. They become engrossed in their learning while participating in activities that reflect their interests. Children are motivated by the experienced and well-qualified childminder, who asks them lots of questions. As a result, children think for themselves and explore concepts such as 'why?', 'what?' and 'how?'. For example, children consider the feelings of different characters in a story. They suggest that the 'stickman' might feel tired and sad.
- Children are curious about the world around them. They talk with interest about a seagull they saw during a walk to and from school. Children ask questions about why they saw a seagull when they do not live by the sea. The childminder

demonstrates being a thinker and gives children time to consider this question for themselves. As a result, children explore their own ideas and link their experiences as they decide it is because the seagull does not like the sea.

- Children thoroughly enjoy being creative and using their imagination. They construct and combine materials, including sticks, pipe cleaners and play dough, to create characters from a storybook. They persevere and show a can-do attitude as they select tools and use techniques to shape, assemble and join materials. For example, children choose sticky tape and play dough to join sticks together.
- The childminder promotes children's mathematical development well. She encourages children to count as they play and to use mathematical language to describe shape and size. For example, children count eight red grapes they are eating for snack. They know they have more red grapes than green grapes. Children explore how many grapes they have after cutting each grape in half.
- Children have daily opportunities to be physically active outdoors. They follow good hygiene routines, such as washing their hands after using the toilet. The childminder provides lots of praise and support to encourage children to be independent in their personal care skills. She provides children with healthy foods at mealtimes. However, the childminder is not fully focused on helping children to understand the importance of making healthy choices in their diet.
- The childminder encourages parents to share information about children's learning at home. She provides parents with regular updates on their children's progress and the activities they have enjoyed taking part in. Parents comment on how hard this enthusiastic childminder works and the 'fantastic help and support' she gives to them.
- The childminder is very ambitious. She has high expectations for children's learning and her own professional development. The childminder has recently achieved a qualification at level 4. She plans to achieve a higher qualification and develop her knowledge about the needs of children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibilities with regard to keeping children safe and protected from potential harm. She has completed recent training to update her knowledge of child protection matters and the 'Prevent' duty. The childminder has a good understanding of the signs and symptoms that could indicate a child is at risk of harm. She knows who to contact to report her concerns about a child's safety or well-being. The childminder carries out regular safety checks. Children are safe as they play in the childminder's home and garden.

What does the setting need to do to improve?

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

- focus more strongly on helping children to understand the importance of making healthy food choices.

Setting details

Unique reference number	EY427563
Local authority	Nottinghamshire County Council
Inspection number	10130215
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Mansfield Woodhouse, Nottinghamshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 4. At times, she works with assistants. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector

Dianne Adams

Inspection activities

- The inspector observed the quality of the education programme during activities indoors. She assessed the impact this has on children's learning and development.
- The inspector undertook a learning walk with the childminder and looked at relevant records, documents and policies.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at evidence of the suitability of persons working and living on the premises.
- The inspector took account of the views of parents from feedback provided by the childminder.

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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