

Childminder report

Inspection date: 2 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. They develop positive and trusting relationships with the childminder and each other. Children grow in confidence. They greet the inspector on arrival with a friendly 'good morning'. Babies move freely, exploring as they crawl and attempt to walk. Children share what they would like to do and ask when they need support. The childminder provides children with constant praise, such as 'good advice, really good advice' and 'well done, such a good job'. This contributes towards children's developing self-esteem.

There are a variety of activities and resources available to children within the inviting playroom. Babies show fascination with the movement and sound of sensory bottles. Older children concentrate well as they develop pencil control, drawing and attempting to write on light-up boards. Children look forward to the many different outings they go on within the local and wider community. For example, they benefit from visits to local parks and play centres.

Children remember what they have learned. For example, they recall a whale that lives in the sea and eats fish. The childminder extends children's learning further and introduces new words. For example, she teaches the children about different types of whales, such as an orca.

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

- Children learn to manage their own behaviour and well-being. The childminder teaches children how to manage different situations by offering advice and support when minor conflicts occur. As a result, children show an understanding towards each other. Older children share ideas and are considerate of younger children.
- The childminder has a focus on supporting children's independence skills. She recognises this as a crucial step as part of school readiness. As a result, children develop a can-do attitude. For example, children competently use a knife to spread butter on their toast. Children set the table with their plates, cups, and cutlery at mealtimes. They manage to undress, such as by taking off their shoes.
- Children develop good hygiene routines. They wash their hands with gentle reminders from the childminder to 'scrub well'. Children understand they have to wash their hands 'because they are dirty'. They develop an understanding of oral health and occupations of people who help us, such as doctors, through role-play activities.
- The childminder knows children well. She regularly observes what children can do and identifies how to support them further. She completes the progress check at age two effectively and recognises the importance of these assessments. For example, using them to help identify concerns regarding

children's development. As a result, children receive any additional support they need and make good progress.

- Children enjoy their time with the childminder. They show good levels of engagement during planned activities, such as sensory activities. The childminder generally plans her curriculum to support children's learning. She uses different topics to help children develop their understanding and follows their interests. For example, the childminder helps the children to learn about winter and has recently introduced yoga sessions. She recognises these sessions support children's well-being, balance, coordination and listening skills. However, some activities are not always adapted to challenge the individual abilities of children.
- Parents speak highly of the childminder. They state she is a 'diamond'. Parents feel well informed and supported regarding children's development and progress. They are made aware of their children's next steps and the things children are learning. Parents feel confident the childminder is vigilant and identifies any concerns linked to children's learning or well-being quickly. However, ideas to further support children's learning at home are not currently shared.
- Children are supported to develop a love of reading. They have access to a variety of books within their learning environment. Children enjoy sitting on large floor cushions as they listen to the childminder read. They become drawn into the story as the childminder builds anticipation. Children are eager to see what happens next as they help to turn the pages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to ensure her safeguarding knowledge is refreshed and up to date. She is aware of the main types and signs of abuse. The childminder is knowledgeable regarding local safeguarding topics, such as radicalisation, female genital mutilation and county lines. The childminder knows the process to follow if she has a concern regarding a child. She also knows what to do if an allegation arises regarding herself or a household member. The childminder ensures children are kept safe in her care, for example external doors are always locked. There are clear procedures in place for managing accidents and incidents.

What does the setting need to do to improve?

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

- adapt planned activities to ensure children's individual needs and abilities are challenged
- provide parents with information about how they can continue to support their

own child's learning at home.

Setting details

Unique reference number	EY427608
Local authority	Nottingham
Inspection number	10263823
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 May 2017

Information about this early years setting

The childminder registered in 2011. She lives in Silverdale, Nottingham. The childminder operates Tuesday to Friday, from 8am to 5pm, all year round, with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Davies

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 spoke to parents to gain feedback regarding their views of the childminder.
- The inspector carried out a leadership and management discussion with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and household members.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector carried out a learning walk and discussed the curriculum with the childminder.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector carried out observations of the teaching and practice.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023