

Childminder report

Inspection date: 10 November 2022

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 confident and happy in this warm and caring environment. The childminder takes time to get to know the children and their families. This helps children to settle and develop secure emotional attachments with the childminder. Children access a wide variety of toys independently in the well-thought-out playroom. They know where to find resources and help themselves. Children are supported to learn the names of shapes as they explore a shape sorter. Their communication and language skills are good. Three-year-old children have a wide range of vocabulary and can articulate what they know and can do. For example, as they play imaginatively with the dolls and pram they say, 'I'm going to the park and taking some food incase she gets hungry.'

Children become engrossed as they use their imagination and re-enact real-life experiences, when they play with the pretend kitchen. They tell visitors they have made porridge and pretend to blow it to cool it down. Children have good opportunities for fresh air and exercise as they walk to collect their friends from the nursery. This contributes to a healthy lifestyle. Children have super manners and understand the childminder's expectations for their behaviour. When asked if they would like a snack they reply, 'yes please'. The childminder thanks them for using good manners. This helps to raise their self-esteem.

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

- The childminder shows a genuine enjoyment of her work. She has a positive approach to accessing regular training to improve her knowledge. For example, she accesses speech and language training, which helps her understand the importance of songs and rhymes to develop children's communication skills. This means the childminder's practice builds over time, and children enjoy focused learning opportunities.
- The childminder forges relationships with other settings that children attend. She shares information about children's development with staff to provide continuity in children's learning.
- The childminder introduces interesting activities to help children learn about oral health and hygiene. Children use their small-muscle skills as they hold a toothbrush and use toothpaste to clean dirty marks off pretend teeth. They show high levels of concentration and are eager to play and learn. However, the childminder does not consistently introduce children to information beyond what they already know. For example, when children successfully clean their pretend teeth, the childminder praises them but does not extend their learning.
- Children do not have unsupervised access to the internet while in the childminder's setting. However, the childminder has not yet considered how she can further teach young children how to identify potential risks when they

access the internet at home.

- The childminder provides children with healthy options at snack and lunchtime. Children choose these options before anything else. They enjoy eating satsuma, bananas, strawberries, pepper and grapes. Children say, 'I like oranges, they are healthy for you.'
- The childminder has a clear understanding of her curriculum and what she wants children to learn before they leave her to go to nursery or school. For example, there is a focus on developing children's confidence, independence and experiences. The childminder follows children's interests and supports their next steps in learning during spontaneous play. This contributes to children making good progress over time.
- The childminder interacts well with the children as she sits at their level and models play. This helps children to have a positive attitude to learning. The childminder invites children to copy her to make worms out of play dough. This helps to support children's sensory development as they manipulate the play dough.
- The childminder supports independence and self-care skills well. Children independently go to the toilet and wash their hands afterwards. The childminder offers support as she sensitively encourages children to pull their clothes back up after using the toilet. This helps children to learn to take care of their own needs.
- The childminder makes good use of resources in her local area to help extend children's experiences beyond those they may already receive at home. Children enjoy planned outings to museums, the cinema and the bowling alley. Children also attend singing and dancing groups, where they learn to interact with other children and join in with group activities. This helps children to develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding and knowledge of her responsibility to protect and safeguard children. She recognises possible signs and indicators of abuse. The childminder has a clear procedure to follow to report any concerns about children's safety. She attends regular safeguarding training. This helps to ensure she remains up to date with any changes to legislation. The childminder knows how to risk assess her environment. She keeps her environment clean, tidy and organised to ensure the safety of children. The childminder promotes children's safety when on outings. For example, when walking to collect children from the nursery, she encourages them to look, listen and tell her when it is safe to cross the road.

What does the setting need to do to improve?

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

- develop interactions with children further, to ensure children are consistently supported to extend their learning
- support children to develop an age-appropriate understanding of how to use electronic devices safely, particularly when accessing the internet at home.

Setting details

Unique reference number	EY446009
Local authority	Nottinghamshire County Council
Inspection number	10235754
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	2 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round, from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Sharon Alleary

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 completed a safety check of the areas of the setting available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a parent during the inspection and took account of parents' written feedback.
- Relevant documentation was available for inspection, including a relevant paediatric first-aid qualification.

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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