

Childminder report

Inspection date:

6 December 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 very happy to arrive into the childminder's care. They confidently say goodbye to their parents and say hello to friends and the childminder when they are greeted warmly at the door. Children show that they feel safe and secure. They know the routines of the day. When they arrive, they are excited to explore and investigate the toys offered. Children are keen to help the childminder when it is time to tidy away toys. They are keen to contribute to taking care of the environment and toys.

The childminder knows the children well and supports them to progress in their learning. Children are supported to develop their understanding of how to count in the correct order. When older children are interested in recognising significant numbers, such as their age, they are asked to identify the number that comes next. Children have plenty of opportunities to view a range of books. They develop their love of books further when, for example, the childminder reads them stories. Children sit, listen and take turns to hold soft toys that relate to characters in the story, helping younger children to follow the story. Older children recall from memory and act out favourite stories, such as pretending to go on a hunt for a bear.

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

- The childminder attends training courses to help extend her professional development. This increases her knowledge of how to provide a curriculum that includes children's interests. For example, she offers younger children opportunities to play with a pretend farm, to develop their interest in farm animals. This helps them to settle quickly when they first arrive and to be motivated to learn.
- When children first start attending, the childminder gathers information from parents about their children's prior learning and abilities. She uses this information, as well as her own observations, to plan for children's development. This also helps her to offer children experiences that they may not always receive at home. For example, the childminder takes children into woodland where they explore and learn about nature. Children collect sticks, leaves, conkers and pine cones and use these in their imaginary play.
- Parents provide positive comments about their children's time with the childminder. They say that on the days when their children do not attend, they still ask to go to see her. The childminder shares information with parents about their children's achievements, for example through discussions and photos. She supports parents to continue their children's learning at home. Children take home books to encourage parents to read to them.
- The childminder offers children a nutritious range of food and drinks. She talks

to children about the foods they eat. However, the childminder does not fully encourage children to understand the benefits of the healthy foods and drinks they enjoy.

- The childminder is aware that during the COVID-19 pandemic, children did not have as many opportunities to develop their social skills. She takes children to meet with other childminders and their minded children. This provides children with opportunities to mix and interact with others.
- Children have plenty of opportunities to strengthen the muscles in their hands, in preparation for early writing skills. For example, the childminder encourages them to peel leaves off Brussels sprouts and to thread wire through sieves.
- Overall, the childminder understands how children progress in their development. For example, she provides younger children with drinking cups that have lids and, when they get older, she removes the lids to encourage them to drink from an open cup. However, occasionally, the childminder does not promote this progression consistently. For example, she does not provide older children with age-appropriate cutlery when they eat meals, to help build on their self-care skills.
- The childminder encourages children to play cooperatively and to work as a team. When asked, children excitedly search around the room for different-coloured objects and receive praise when they find the correct colour. This helps to raise their confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean and tidy home. She carries out risk assessments to identify any potential hazards for children. This helps her to recognise that the decking in her garden is slippery in icy weather. She knows to supervise children when they move down steps on the decking or to use an alternative route. The childminder completes safeguarding training. She knows the signs that may suggest a child is at risk of harm or radicalisation. Furthermore, she knows where to report concerns if an allegation of abuse is made against herself or family.

What does the setting need to do to improve?

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

- strengthen children's knowledge of the benefits of healthy foods and drinks
- provide even further opportunities for older children to build on their self-care skills.

Setting details

Unique reference number	EY448442
Local authority	Nottinghamshire County Council
Inspection number	10235822
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	13 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Southwell, Nottinghamshire. She operates during school term time from 9am until 3pm on Monday, Tuesday and Wednesday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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