

Childminder report

Inspection date: 21 November 2019

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 are happy and show that they have good relationships with other children and the childminder. For example, when younger children throw a ball on the floor, older children fetch it and give it back to them. Children ask to sit with the childminder when they look at photographs of themselves and their friends. They demonstrate that they feel safe and are emotionally secure.

The childminder listens to children's voices and values the comments they make. Children make decisions about the places that they would like to go to. The childminder offers children unique opportunities to visit different attractions. When children visit a country park, they say that they see 'rabbits, hedgehogs, foxes and badgers'. This helps to extend their knowledge of different animals and wildlife.

The childminder has high expectations of children's learning. She finds out about children's interests at home and activities they enjoy. She complements these experiences in her setting. For example, when children make Christmas decorations at home, the childminder provides opportunities for them to explore glitter and baubles in her home. The childminder supports children to develop their literacy skills. For example, she provides older children with letters of the alphabet and asks them if they can find the letters in their name. Children spell out their name and say, 'I am doing my first name'.

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

- The childminder uses her curriculum to enhance experiences and opportunities for children. For example, she takes children to woodland and encourages them to learn about the natural environment. Children say, 'I like to pick up sticks'.
- The childminder reflects on her practice and gathers feedback from parents to help identify improvements. Changes made since her last inspection ensure that children reach good levels of development in all aspects of their learning. She closely observes and monitors the progress children make.
- The childminder talks to parents about children's achievements and sends them pictures of their children playing. However, she does not gather enough information when children first start about what they already know and can do, to help her plan more precisely from the outset.
- The childminder works well with other early years settings children also attend. She shares information with staff about children's abilities and how to support them. This helps to provide consistency in their learning.
- The childminder supports children's communication and language skills well. For example, when she plays nursery rhymes, older children confidently sing along and show good speaking skills. The childminder holds on to the hands of younger children and gently moves forwards and backwards with them when

they listen to a rhyme about a 'rowing boat'. This helps children to develop their understanding that actions link to words.

- The childminder offers children nutritious snacks and meals. She provides children with opportunities to learn about healthy eating. Children say that they like 'blueberries'.
- The childminder asks children to complete simple tasks. Children help to tidy away toys, which contributes to their sense of responsibility.
- The childminder supports children's mathematical skills well, such as to recognise different shapes. For example, she asks them to name the shapes of different cutters they use with dough. Children recognise some shapes, such as a 'heart'.
- The childminder encourages children to develop their understanding of different languages that are used around the world. Older children confidently count to 15 in Spanish and say 'hello' in French.
- The childminder praises children for their achievements, for example when they use good manners. She encourages children to learn to share and take turns when they play with toys. Children are polite and learn to manage their behaviour.
- The childminder encourages children to be independent. For example, she asks them to clean their hands before they eat and to wipe their nose and dispose of the tissue appropriately. Children listen well and follow instructions. This contributes to children learning key skills in readiness for their move on to school.
- The childminder helps children to understand potential risks when they use technical devices. For example, she talks to older children about not speaking to strangers when they use technology. This helps children to develop their understanding of how they can keep themselves safe.
- The childminder has not explored further opportunities to extend her professional development, to help raise the quality of teaching and outcomes for children even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home prior to children arriving. She uses safety equipment to stop children accessing certain rooms unaccompanied. This helps to provide a safe place for children to play. The childminder attends child protection training. She has a good understanding of the signs of abuse. The childminder understands her responsibility to refer any concerns about children to the appropriate agencies. Furthermore, she is familiar with the indicators of children being at risk of extreme views and ideas and wider aspects of child protection.

What does the setting need to do to improve?

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

- find out more information from parents about what children already know and can do when they first start, to help plan more precisely for what children need to learn next
- explore further professional development opportunities to help raise the quality of teaching and outcomes for children even higher.

Setting details

Unique reference number	EY449607
Local authority	Nottinghamshire County Council
Inspection number	10075213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 July 2016

Information about this early years setting

The childminder registered in 2012 and lives in Carlton, Nottingham. She operates Monday to Friday from 7.30am until 6pm all year round, except for bank holidays and family holidays. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading the 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.

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 2019