

Childminder report

Inspection date: 22 July 2024

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 happy and settled in the childminder's home. The close bond between the children, the childminder and her assistant is evident. The childminder and her assistant play alongside the children. When children become frustrated that the play dough they have made sticks to their hands and fingers, the childminder encourages them to think of ways to solve the problem. Children demonstrate that they feel safe and confident to offer ideas and make suggestions. When children suggest adding flour to the mix the childminder praises their ideas and encourages them to test it out.

Children select books and bring them to the childminder to read with them. The childminder uses the books to engage children in conversations and promote their communication and language skills. She listens closely to what children tell her, asking well placed questions to encourage them to share their ideas. The childminder gains information about children's prior knowledge and understanding, what they know and can remember. While looking at a factual information book about flowers and trees, the childminder talks about pollen, she asks the children if they can remember where pollen can be found. Children recall facts such as bees collect pollen from flowers and transfer it to other flowers to pollinate them. They can name the different parts of the flowers, such as roots, stem, leaf and petal. They confidently recall that flowers need water, sunlight and oxygen to grow.

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

- The childminder provides a broad curriculum that focuses on supporting children to develop the knowledge, skills and attributes that they will need when they start at school. She monitors children's development, and has a clear and accurate understanding of children's abilities, and what they need to learn next. However, the childminder has not given enough consideration to the curriculum for mathematics. She does not consistently encourage and support children to use numbers in their play.
- When the childminder has concerns about a child's development, she works with parents to plan and implement strategies to ensure that the child receives the support they need. She understands the need for early intervention and is confident about making referrals for additional support when required.
- The childminder encourages children to be independent in their self-care. She works closely with parents to toilet train children when they are developmentally ready. The childminder supports children to learn good hygiene skills, such as washing their hands after using the toilet, and before they eat. Pre-school age children demonstrate that they understand how to follow instructions. They independently change into their nursery school uniform when asked to.
- The childminder provides children with freshly prepared healthy snacks and

meals. Good attention is paid to meeting children's individual dietary requirements and preferences. Mealtimes are social occasions, where children sit together talking to each other. The childminder is aware of the need to supervise children closely as they eat to ensure that they chew their food and are not at risk of choking.

- The childminder and her assistant support children to be kind and gentle towards each other. They praise children and thank them when they take turns with toys, play nicely alongside each other and look after each other. Children show care and concern for their friends. When an older child notices a younger child has wet hands they fetch their friend a paper towel. The childminder and her assistant are both calm and kind in their interactions with children. They model manners and encourage children to say please and thank you.
- The childminder takes children on a wide variety of trips within the community to help them develop an understanding of the world that they live in. However, the childminder has not fully considered how to provide opportunities for children to value their own identity, culture, individual family and home backgrounds.
- The childminder understands the importance of continuous professional development. She ensures that both she and her assistants complete mandatory training, such as safeguarding and paediatric first aid. In addition to this, she actively supports her assistants in gaining a recognised childcare qualification. The childminder regularly reviews the assistants' performance. She helps them identify the strengths in their practice and areas where they need additional support in order to develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop and implement a curriculum for mathematics that supports children's use and understanding of number
- provide opportunities for children to understand the similarities and differences between themselves and others, and value their own identity.

Setting details

Unique reference number	EY451394
Local authority	Nottinghamshire County Council
Inspection number	10358095
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	0 to 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	21 September 2023

Information about this early years setting

The childminder registered in 2012 and lives in Clipstone Village, Nottinghamshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of group activity with the childminder.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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