

Childminder report

Inspection date: 14 July 2023

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 homely environment the childminder provides. They demonstrate secure relationships as they sit close to the childminder, building towers with bricks. The childminder teaches children to be polite and kind to each other. As a result, children help each other with taking off their coats and are learning to share toys. The childminder praises children when they are kind and responds to their needs in a calm, nurturing way.

Children love to play and explore in the garden. The childminder plans activities for children to develop their physical skills. She ensures children have the space to run freely, and children giggle with excitement as they are supported to jump in puddles. The childminder joins in and demonstrates how to jump higher while teaching children how to explore different body movements. Children enjoy ball games. They kick balls and excitedly chase them. The childminder teaches children how to kick, throw and roll.

The childminder uses books to enhance conversations with children and to help them learn new words. They enjoy sitting and reading with the childminder and asking questions about the book. As babies babble, she responds positively, introducing vocabulary and providing a running commentary as they play. The childminder sings songs and rhymes with children, encouraging them to join in with words and actions.

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

- The childminder plans activities for children to prepare them for their future challenges, such as being ready for school. She gathers information from children and their parents when they first start to identify children's starting points. This information helps her to plan a curriculum designed to support children's individual next steps.
- The childminder teaches children to communicate well. For example, she teaches younger children new words. She asks older children questions to encourage their thinking and speaking skills. Children engage in back-and-forth conversations with the childminder. Children are becoming fluent speakers and learn new language, as the childminder regularly reads stories to them.
- The childminder supports children's independence skills from an early age. For instance, young children help to find their own shoes and coats. Older children are encouraged to use the toilet independently and wash their hands before mealtimes. The childminder teaches them important self-care routines.
- Mathematics is weaved throughout daily activities. The childminder models counting as younger children climb steps to the slide. Older children are asked to count how many children are having snack. The childminder talks about

mathematical concepts as she teaches the children about shape and size.

- Children strengthen their large muscles and develop their coordination skills when playing in the garden. Younger children learn to climb and repeat movements with the childminder until they are confident enough to have a go by themselves. The childminder offers instructions as children learn to balance their way along wooden planks with their arms stretched out wide.
- The childminder provides a good range of activities to support children's independent play. However, she does not carefully consider children's ages or interests during focused activities. As a result, children are less engaged during focused activities.
- The childminder actively gives children the opportunity to make decisions for themselves. Children's views are valued as they confidently ask the childminder for additional resources to support their role play. The childminder encourages children to use their manners and, as a result, they also ask politely to go and play outside. During mealtimes, the childminder asks what fruit they would like. Children think carefully about their choices and develop a sense of responsibility.
- The childminder works closely with parents and keeps them informed about their child's day. Parents' written comments report that their children have grown and developed since attending the setting. The children have a secure bond with the childminder, and she provides a homely, safe environment.
- The childminder is keen to enhance her practice. She regularly seeks ways to develop her knowledge and has a clear aim for the future. She is currently completing a level 3 qualification in childcare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that indicate a child is at risk of harm. The childminder understands how to identify concerns about children's safety or welfare and when to report these to the appropriate professionals. Children are supervised well. The childminder keeps children safe, both indoors and outdoors. She risk assesses the environment throughout the day and keeps the premises safe and secure. For example, before children go to play in the garden, the childminder checks the ground for slip hazards due to wet weather.

What does the setting need to do to improve?

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

- strengthen the planning of focused activities to follow children's interests and support them to become deeply engaged in their learning.

Setting details

Unique reference number	EY451990
Local authority	Nottinghamshire County Council
Inspection number	10289259
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 4
Total number of places	
Number of children on roll	7
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Kirkby-In-Ashfield, Mansfield. She operates all year round, from 7am to 5pm, Monday to Friday, except for family holidays and all main bank holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Kate Francis

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out two joint observations with the childminder.
- The childminder provided the inspector with written comments about her service from parents.

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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