

Childminder report

Inspection date:

11 May 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Requires improvement

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting full of conversation. They talk, giggle and engage with the childminder, one another and guests happily. The childminder has a good understanding of children's needs and of her role in offering an out-of-school provision. Children benefit from a thoughtfully organised environment. For instance, they are able to access a quiet space, if they want to relax and have some calm time, as well as highly engaging resources in the adjoining rooms.

Children are well mannered and respectful of adults. They form good friendships with their peers, and they play cooperatively together. Children are familiar with the resources and where they are stored. They safely share, join in activities and show consideration to others. They demonstrate good imagination and delight in friendly competitions, such as games of 'Mario Kart'. Children show pride in their achievements, and they are confident to talk to others about how the game works and the rules they have agreed. Children understand the expectations within their daily routine. For example, when asked to tidy up, children respond quickly to instructions. Children follow clear and consistent behavioural boundaries; they understand the difference between right and wrong. Children are supported well to resolve minor conflict and disputes.

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

- The childminder keeps up to date with changes in legislation. She completes mandatory training, such as safeguarding and first aid, and she updates her professional development, for example, through reading publications and completing research. The childminder seeks the views of parents and asks for their feedback to develop the provision further.
- The childminder creates a calm and relaxed environment for children to unwind after their day at school. She provides a range of different activities, such as board games and spaces for construction play with bricks. Younger children enjoy imaginative play. Together, they dress up and develop their own make-believe games. They enjoy writing invented shopping lists to make purchases in the play shop.
- Children with special educational needs and/or disabilities are particularly well cared for. The childminder works closely with parents to help support children's individual needs. She knows the children and the families very well. The childminder quickly adapts activities and provides opportunities to support children. She prioritises children's happiness and well-being.
- Children behave well, and they follow the childminder's instructions. The calm childminder consistently models respectful behaviour, encouraging children to make their own decisions. For example, children choose their own activities and

share ideas on what to play with next.

- The childminder is very keen to support children's health and well-being. She provides a broad range of outdoor resources and activities so that children can benefit from fresh air and physical exercise. Children enjoy treasure hunts, taking turns on the trampoline and playing ball games. Children learn good hygiene practices. They know to wash their hands on returning home from school and before eating. Children are provided with nutritious home-cooked food and are given opportunities to help plan menus and to agree healthy options.
- The childminder has developed a close relationship with the school staff who are also involved in the children's care. For example, relevant information is shared to help ensure children receive consistent care. The childminder uses this information to complement children's current and ongoing development needs. However, she does not always consistently share children's achievements in the setting with other professionals who work with children.
- Children gain an effective understanding of when they might be at risk. They learn about potential online and internet dangers and where to get support, if they need it. For example, children's accessible books include stories about 'clicking chicken', 'troll stinks' and 'but it's just a game'. These help children develop an age-appropriate understanding of how to keep themselves safe.
- The childminder has made suitable progress since her last inspection. She ensures Ofsted is notified of changes to persons working or living on the premises. This ensures required suitability checks can be completed for all adults living or working in the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of different safeguarding concerns. She can confidently identify signs and symptoms that may indicate that a child is at risk of harm. The childminder understands her responsibilities to protect children from extreme views and behaviours. She recognises when to report any concerns to help protect children. Children are kept safe as the childminder knows a range of professionals to seek safeguarding advice from. The childminder diligently checks her home to help minimise any hazards and to ensure that children can play safely indoors and outside in the garden.

Setting details

Unique reference number	EY458586
Local authority	Nottingham
Inspection number	10099827
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	5 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Mapperley Park, Nottingham. She operates during term time from 7.30am until 9am and from 3.30pm until 6pm, Monday to Friday, except for bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The Inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of activities, and she assessed the impact this has on children's enjoyment and learning.
- The inspector looked at relevant documentation and evidence of the suitability of the adults living on the premises.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of feedback 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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