

Childminder report

Inspection date: 9 March 2020

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 settle well in the childminder's unique home-from-home environment. They freely choose what they wish to play with as toys are easily accessible. Exciting activities contribute significantly to children's good developmental progress. Resources are plentiful and of high quality. Children play safely outside whenever they wish due to the layout of the home which enables them to develop their own ideas for play both inside and outdoors. This promotes children's positive attitudes towards their own learning.

Children develop very good communication and language skills with the childminder. Young children quickly acquire a knowledge of words and phrases and learn to speak in short sentences. They develop a strong interest in books. Children enjoy reading and looking at books on their own and with the childminder. They are familiar with well-known rhymes and enjoy counting five little ducks as they sing the rhyme. Children learn to listen and concentrate effectively as the childminder has high expectations of them. This helps them to develop skills for their future learning.

Children behave well and soon make firm friendships with their peers as the childminder is calm, kind and helps children to learn right from wrong. Consequently, they learn to be tolerant of each other, and the importance of sharing toys and taking turns. For example, children share brushes as they make marks on the easel with water.

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

- The childminder uses her knowledge of what children need to learn next to skilfully differentiate her interactions to meet all ages and abilities. This helps to ensure that children receive a good quality of education. For example, while she supports a younger child to develop their physical mobility as they learn to walk, she enables older children to steer ride-on cars.
- The childminder promotes younger children's language development effectively. She talks to them when they are engaged in activities. The childminder provides a narrative of children's play, models language and recalls what has been said to clarify pronunciation of new words.
- The childminder encourages children to develop their literacy skills. For example, she asks them to find key words such as 'pig' and 'house' as they retell the story of 'The Three Little Pigs'. Children use their knowledge of this familiar story to describe how the wolf huffs and puffs as he blows the house down.
- The childminder plans activities which build on children's interests. Children eagerly play with their favourite toys, for example using a pretend stethoscope to listen to each other's heartbeat. The childminder successfully assesses and

monitors children's progress. This enables her to identify gaps in children's learning swiftly and take action to help all children achieve well. However, on occasion, she misses opportunities to further challenge children's learning to deepen their knowledge and understanding.

- The childminder has developed the curriculum to extend children's learning beyond those experiences they may have already encountered. For example, she encourages children to share special days they celebrate at home with their friends. Children remember learning about Pancake Day and tossing pancakes. They enjoy repeating the experience in the role-play kitchen as they use a frying pan to toss a pretend pancake.
- The childminder encourages children to take safe and supervised risks in their play. This helps to build their confidence and sense of self-belief. For example, children are encouraged to independently climb up the steps in the garden play house.
- The childminder enables children of all ages to become independent and learn to manage their own personal needs when they are able to. For example, young children show their perseverance with new learning as they attempt to put on their own coats and shoes before going outside to play in the garden. Children learn about keeping healthy as they talk to the childminder about foods that are good for them.
- The childminder communicates effectively with parents to establish a consistent approach to supporting children's learning. She tells them where their children are in their learning and how they can become involved and support their children's development at home.
- The childminder completes all mandatory training to help her remain up to date with changes to guidance and procedures. However, she does not consistently focus her professional development on enhancing her teaching practice in order to raise the quality of education even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She is familiar with local safeguarding procedures and who to contact should she have any concerns about the welfare of children in her care. The childminder understands her role to protect children from wider safeguarding concerns. She keeps her knowledge up to date through refresher training in safeguarding. The childminder carries out thorough risk assessments and takes effective action to provide a safe environment for children to play inside and outdoors.

What does the setting need to do to improve?

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

- consider how to build further on what children already know and can do by consistently making activities more challenging for them
- consider developing the programme of professional development to raise the quality of education to the highest level.

Setting details

Unique reference number	EY478885
Local authority	Nottinghamshire County Council
Inspection number	10076100
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in Toton, Nottinghamshire. She operates Monday to Friday from 7.30am to 4.45pm all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of the quality of education on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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