

Childminder report

Inspection date: 23 February 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 welcomed into the childminder's calm and engaging home. They independently choose their favourite activities from those that are available in the well-resourced and bright environment. Children develop their physical skills as they explore wheeled toys in the safe and secure garden. They work out how to propel tricycles forwards by moving the handlebars to make them travel. They practise their balance and coordination skills as they scramble up the climbing apparatus and smile as they travel down the slide. Younger children also build their physical development as they travel around the room with confidence. They are supported to build their core strength as they independently climb up onto chairs to sit at the table. They use their small-muscle skills as they carefully place rings on top of each other onto a stacker and are warmly praised as they accomplish the task.

Children begin to develop their early literacy as the childminder gives them opportunities to create pictures. Younger children's needs are supported as they are offered different types of pens and crayons to help them create meaningful marks. Children demonstrate their pleasure as they snuggle in and listen to stories. They delve into books, lifting the flaps and exploring the contents of the stories. The childminder encourages them to mimic the animals in the books, and they smile as they waddle around the room like a penguin.

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

- The childminder delivers a programme of learning that helps children to progress in their development. She uses the interests of the children in her care to offer relevant and interesting activities. For example, she helps children to understand how tadpoles grow into frogs when they show an interest in this, introducing new concepts and words. She provides additional resources, such as animal figures, to support and help spark children's interests and curiosities.
- Parents are complimentary about the childminder. They comment that when children first start she puts the family at ease and provides a 'homely and calm' atmosphere. Parents receive regular communication and updates about what their children are learning. They feel that the childminder recognises children's strengths and areas in which they may need further support.
- The childminder supports children to learn about behaviour expectations well. For example, the childminder acknowledges good manners as the children say 'thank you' when they receive their snack. The childminder gives warm praise and encouragement when children listen and follow instructions as they sit for stories and songs.
- Children's physical health and well-being needs are supported well. The childminder ensures that children gain experiences in the fresh air and provides

nutritious snacks and home-cooked meals that children enjoy. She ensures children's hygiene needs are met as they are reminded to wash their hands before snack times and after using the toilet.

- The knowledgeable and experienced childminder ensures that she keeps her early years knowledge up to date by attending regular courses. She meets up with other childminders in the area on a regular basis to share best practice. This helps the childminder to continuously reflect and improve her provision.
- The childminder offers a wide range of resources and activities that help support children's learning. However, the childminder does not always make the best use of opportunities to build on children's mathematical knowledge that arise as children play and sing. For example, when children count during play, she does not always use this to extend their learning about numbers.
- The childminder holds meaningful conversations with children. She asks questions and gets older children to recall past events. However, sometimes, the childminder does not maximise emerging language development for babies as they begin to babble and use their first words. As a result, babies do not always hear a wide range of words or phrases.
- Children benefit from rich and varied experiences when they are in the childminder's care. She helps children to have new experiences to become more knowledgeable about the wider world. Children learn about the wider world as they visit nature reserves and local farms. They meet new people as they visit shops and playgroups in the locality.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and ensures that she attends regular safeguarding training to keep her knowledge up to date. She recognises signs that may indicate concerns about a child's welfare, including how to keep children safe from radicalisation and female genital mutilation. The childminder has a good understanding of how to escalate any concerns she may have. She ensures that her home is free from hazards and completes risk assessments on a regular basis. The childminder takes good steps to ensure that children are closely supervised and safe when they are visiting groups in the community and on trips.

What does the setting need to do to improve?

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

- maximise the curriculum for mathematics so that children count and explore numbers and shapes during their play
- build on conversations with younger children so they are exposed to an ever wider range of words and vocabulary.

Setting details

Unique reference number	EY481772
Local authority	Nottinghamshire County Council
Inspection number	10264149
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 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Beeston, Nottinghamshire. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a suitable level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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