

Childminder report

Inspection date: 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children follow the childminder's routine in her home. For example, when they arrive, they show independence when they take off their shoes. This supports children to understand what is expected of them and contributes to helping them feel emotionally secure in the childminder's home. Children are supported to behave positively. For example, when children want to wear clothing that their peers bring from home, the childminder suggests they use words to ask if they can wear it.

Children have opportunities to watch and learn about the life cycle of a caterpillar. When children look at a caterpillar, they say it has a spider's web. The childminder explains that this is called a 'caterpillar silk'. Children develop their understanding of growth further when they help the childminder to grow strawberries in her garden. She asks children to paint stones to look like strawberries and explains that if they put these near the base of the plant, it will help to deter birds from eating the produce. Children have opportunities to be creative and learn how colours can be mixed. When children use paint, they tell the childminder they want to make the colour pink. The childminder offers suggestions and ideas to encourage children to explore and investigate how they can achieve this. When children mix white and red paint together, they look at the childminder and smile, showing pride in what they achieve.

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

- The childminder knows the children well. She uses her curriculum to help children progress in their development. The childminder plans activities to suit the different ages and abilities of the children in her care. She helps children to learn about symmetry. For example, she shows younger children how to fold their painted pictures over to show how the pattern can be transferred onto the other side of the paper. The childminder shows older children how to use a mirror against their pictures to show symmetry.
- The childminder encourages children to develop a love of books. She asks older children to remember stories and to tell these to their friends. This helps children to develop their confidence in recalling stories. When the childminder reads stories, she encourages children to join in and say familiar phrases in favourite books.
- When children first start attending, the childminder gathers information from parents about children's experiences. This helps her to plan opportunities to broaden children's knowledge. For example, she takes children for bus rides to help them understand about different forms of transport.
- Overall, the childminder supports children's communication and language skills well. For example, when children say that caterpillars have ears, she explains

that they are called 'antennae'. This introduces children to new words to help extend their vocabulary. However, the childminder does not support children to take turns in conversations. This results in all children talking at the same time and not listening to the views of others.

- The childminder has rules and boundaries in her home. She reinforces these with children, helping them to understand her expectations for their behaviour. Overall, children behave well. When they do have minor disagreements, for example when they want to play with the same toy, the childminder helps children learn how to take turns to play with it.
- The childminder shares information with parents about children's daily activities and how she intends to support their development. This helps to keep parents informed about their children's progress. However, the childminder does not gather or share information about children's individual learning with staff at other early years settings that the children also attend. This means that children are not receiving a consistent approach to supporting their development.
- The childminder offers children a healthy range of foods and drinks to promote a healthy diet. She talks to children about different foods they can eat to promote healthy teeth, for example eating cheese after sugary foods. This contributes to children's understanding of how to look after their teeth.
- The childminder reflects on her practice and makes improvements to increase opportunities for children. For example, she has introduced more natural wooden objects for children to use in their play. She recognises that this encourages children's imagination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn about how they can keep themselves safe. Children say that when they walk with the childminder in the street, they hold onto the strap on the pushchair or hold the childminder's hand. The childminder has safety procedures in place, such as when children exit her vehicle. For example, she asks them to put their hands on the vehicle while she helps to get the other children out. This is to promote their safety when they are near the road. The childminder understands how to identify the potential signs of abuse. She knows where to report concerns about children's safety.

What does the setting need to do to improve?

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

- support children to take turns in conversations and to listen to the views of others
- strengthen partnerships with staff at other early years settings children also attend to provide more consistency in children's learning.

Setting details

Unique reference number	EY483722
Local authority	Nottinghamshire County Council
Inspection number	10247119
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 13
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 June 2022

Information about this early years setting

The childminder registered in 2014 and lives in Retford, Nottinghamshire. She operates all year round from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023