

Childminder report

Inspection date: 14 July 2022

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 form strong bonds with the childminder. They show that they feel safe and secure in her care. Those who are usually unsure of new people confidently engage in conversation with visitors with the childminder nearby. Children are keen to share their thoughts with the childminder. They tell her: 'You are my princess.' Children enjoy lots of affection and comfort from the childminder when it is needed, to support their emotional well-being. Children role play with dolls that represent different cultures and heritages. This helps them to develop an understanding of similarities and differences in people. Children play imaginatively with the dolls, telling the childminder: 'Stop talking please, baby is sleeping.'

Children are excited to play in the childminder's garden. They show good balance and coordination when they climb steps and slide down the other side. Children develop high levels of confidence as the childminder uses praise to boost their self-esteem. For example, when playing a colour-matching game, the childminder says such things as 'good girl, well done', each time children get it right. Children show curiosity in activities and a willingness to try new things. They are very content and persevere with activities of their own choosing. For example, children develop their fine-motor skills and become engrossed in building pretend flowers out of individual pieces.

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

- The childminder keeps her mandatory training up to date. She reads about updates online and often shares days out with other childminders, where they discuss current childcare trends. However, the childminder does not undertake further professional development to build on her practice and enhance the quality of her teaching further.
- The childminder provides opportunities for children to follow their interests in play. Children practise their hand-to-eye coordination when they use a spade to fill and empty moulds with sand and water. The childminder helps children to develop their vocabulary. For example, when children explore sea creatures, the childminder teaches them names such as 'seahorse' and 'jellyfish'.
- The childminder has an overall good understanding of what she is teaching and what she wants children to learn from activities. However, she occasionally lacks the confidence in her interactions with children to consistently challenge them and extend their learning.
- The childminder works closely with parents to settle new children into her care. She offers short settling-in sessions. This helps to promote children's emotional security from the outset of the placement.
- Partnerships with parents are good. The childminder verbally shares information about what children are learning in her setting. She regularly sends photos to

parents of their children engaging in activities. The childminder gives parents advice and support on how they can further encourage children's learning at home. For instance, when children are learning colours, the childminder encourages parents to spot and name colours when they are out and about. Parents comment positively about the childminder, saying: 'She has gone above and beyond to help me.'

- The childminder encourages children to recall activities they have undertaken on previous days. Children talk confidently about digging in the sand at the park and finding 'dinosaur bones'. This shows they are learning more and remembering more.
- Children behave well. They interact and show a kind and caring nature, for example towards the childminder's dog. This helps them learn about living things and how to treat them with respect.
- The childminder has established good links with other early years settings that children attend. She talks to staff about children's learning when she collects them. This helps to provide a collaborative approach to children's education.
- The childminder encourages children to lead a healthy lifestyle. On hot days, she reminds them to keep drinking to stay hydrated. At lunchtime, the childminder encourages the children to eat their healthy options before eating treats.
- The childminder is mindful of how the COVID-19 pandemic affected children's development. Consequently, she takes children to places in the local community, such as parks and toddler groups. This helps children to develop their social skills in a variety of different situations and contributes to them developing skills for their future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse. This includes being able to recognise if children or parents are being drawn into radicalisation or extreme views and beliefs. Furthermore, she knows where to report any allegations made against herself or her family. The childminder provides children with a safe environment to play. She keeps the front door locked to stop children from leaving and to prevent anyone unknown from entering. The childminder holds a valid paediatric first-aid certificate which enables her to treat children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- target professional development to raise the quality of education to an even higher level
- develop interactions to make better use of opportunities to extend and challenge

children's learning through their play experiences.

Setting details

Unique reference number	EY484686
Local authority	Nottinghamshire County Council
Inspection number	10231961
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	2 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Carlton, Nottingham. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Thursday, and from 7.30am until 5pm on Friday, except for bank holidays and family holidays. The childminder can provide funded nursery education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 provider.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written references and questionnaires from parents that were offered at the inspection.
- Relevant documentation was available for inspection, including evidence of a first-aid qualification.
- The inspector looked around the areas of the setting available to children.

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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