

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has a strong focus on settling children quickly and providing a homely and nurturing environment. Children benefit from spacious and well-organised surroundings. They enjoy time spent in a colourful playroom and use the kitchen area to play with toy cars and large replica garages. The childminder uses children's interests to inspire and motivate them. They choose from a range of good-quality resources that fascinate and prompt them to investigate and experiment. Children clearly enjoy their time spent in the childminder's care. Their lively and energetic personalities help demonstrate that they feel safe, secure and happy. They enjoy playing with electronic toys, construction resources and a puppet show. The childminder has appropriately high expectations of children's behaviour and learning. They are lively and inquisitive, join in with learning activities, and learn to share and take turns. However, there is scope for the childminder to enhance her current professional understanding of some aspects of behaviour management. Nonetheless, children behave well overall and learn right from wrong.

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

- Children are confident and self-motivated communicators. They talk excitedly and sing favourite nursery songs. The childminder demonstrates clear pronunciation of words. She reads story books that are rich in descriptive language and uses skilful questioning to encourage children to think. Children have good vocabularies and construct sentences with meaning.
- The childminder reflects on her service and considers parental feedback. She identifies priorities for improvement. However, the childminder has not yet implemented plans to address small gaps in her professional knowledge. Parents comment positively about the childminder and describe her as being calm and caring. She works closely with other relevant professionals when required.
- Children develop close and affectionate bonds with the childminder, which helps underpin their emotional well-being. Children have opportunities to refine their large-muscle skills when they use play equipment during visits to nearby parks and local playgroups. The childminder swiftly and hygienically addresses children's personal care needs, such as nappy changes. She provides children with nutritious snacks and healthy home-cooked meals.
- Children are curious and demonstrate deep concentration and enjoyment. The childminder helps them learn to recognise and name their feelings. However, she does not always use highly effective language to explain to children what is expected of them. This means children do not always benefit from consistently clear messages that help them to manage their own behaviour.
- Children benefit from a well-designed curriculum that helps to prepare them for their future life successes. Children are sociable and enjoy trips into the local

community. The childminder teaches children to be independent in their actions and prepares them for the eventual move on to school.

- The childminder extends children's knowledge and understanding across all areas of learning. Children learn that print has meaning. They access low-level books and toy boxes that are labelled with words and images. The childminder promotes children's mathematical understanding well. Children count in sequence as they attach coloured pegs to cards during a number game. However, the childminder provides fewer outdoor learning opportunities in the colder months for children who prefer to learn outdoors. Children therefore have fewer opportunities to benefit from stimulating outdoor learning experiences all year round.
- The childminder ensures that she meets the needs of all groups of children effectively. She provides an inclusive environment where children's individuality is celebrated and valued. Children benefit from discussions about the similarities and differences between themselves and children living in other countries, such as China. They are given opportunities to celebrate diverse religious festivals and samples a range of culturally diverse foods.
- The childminder uses her past training and skills as a qualified teacher to support and extend children's learning effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedure she must follow in the event that she has concerns about a child's welfare. She demonstrates, through discussion, that she is able to identify the possible signs of abuse. Children take part in emergency evacuation procedures and learn how to help keep themselves safe. They learn about road safety and are encouraged to help to take care of the childminder's resources so they do not become broken or damaged. The childminder ensures the premises are secure at all times. She identifies and minimises any potential risks on a daily basis to help ensure 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:

- target small weaknesses in existing professional knowledge through focused and continual professional development
- build on current understanding of behaviour management to help provide children with more consistent information about what is expected of them
- provide children who like to play and learn outside with more high-quality outdoor learning experiences all year round.

Setting details

Unique reference number	EY547520
Local authority	Nottinghamshire County Council
Inspection number	10102668
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Worksop, Nottinghamshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- The inspector took account of written feedback supplied by parents expressing their views of the childminder's service.
- The childminder provided a sample of documentation, including policies and procedures and evidence of her qualifications.
- The inspector checked evidence of the suitability of all adults living in the childminder's home.
- The childminder showed the inspector the areas of her home she uses for childminding purposes. She explained how she organises her setting and plans the experiences and opportunities offered to children.
- The inspector observed the quality of teaching during an adult-led activity and assessed the impact this has on children's learning. She also observed the strategies used by the childminder to manage children's behaviour and discussed plans for continued improvement.

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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