

Childminder report

Inspection date: 11 November 2019

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

The childminder and her assistant offer children a homely and welcoming environment. Children arrive happy and keen to make decisions about what they want to play with. The childminder and her assistant work well together. They are very calm, patient and sensitive to children's needs. For example, they recognise when babies are tired or hungry and respond appropriately. Babies give the childminder and her assistant very good eye contact. They smile and demonstrate that they feel safe and secure.

The childminder has high expectations of children's behaviour. She has rules and boundaries in her home and praises children for their achievements, for instance when they say 'please'. Children play games with each other and learn to share and take turns. They are polite and behave well.

The childminder plans activities for children. She also gives them time to explore and lead their own play. Children are confident and motivated to learn.

The childminder knows children well and supports them effectively in their learning. For example, when children show an interest in using the toilet, the childminder offers them unique opportunities, such as looking at books and listening to stories that encourage them to manage their own personal care routines.

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

- The childminder uses her curriculum to enhance opportunities for children. For example, she takes children to childminding groups where they mix with other children of a similar age. Children make friendships and develop their social skills. This helps children to learn skills in preparation for future learning and for their eventual move on to school.
- The childminder gathers information from parents about what children already know and can do when they first start. This helps her to plan precisely for what children need to learn next.
- The childminder and her assistant are well qualified. They demonstrate consistently good teaching. As a result, children make good progress from their starting points in learning.
- The childminder shares information with parents about their children's learning and development. She invites them into her home to play with their children. This helps to give parents ideas about how they can continue to support children's learning at home.
- The childminder and her assistant extend their professional development. They access training online and watch television programmes. This helps them to develop their knowledge of how to work with other professionals to support

children's individual needs.

- The childminder and her assistant support children to develop their communication and language skills. For example, the assistant repeats words that children say, so they hear the correct pronunciation of words such as 'banana'. They introduce new words, such as 'spiky' and 'bumpy'. This helps children to broaden their vocabulary.
- The childminder reflects on her practice and makes improvements to her garden to offer further opportunities for children to develop their learning outdoors. For example, children jump from one stepping stone to another and show good balance and coordination.
- The childminder helps children to develop their understanding of some aspects of the world. For example, younger children show an interest in toy telephones. They put them to their ear and begin to talk. However, the childminder does not always provide older children with opportunities to progress their learning in the use of technology.
- The childminder provides children with opportunities to extend their mathematical development. For example, before she tips sand out of a bucket, she says 'one, two, three'. This helps younger children to develop an understanding of numbers and counting. When the assistant rolls a ball to younger children, she says, 'It is behind you,' and, 'It went under the table.' This contributes to children's knowledge of language that describes the position of objects.
- The childminder carries out fire drills with children. This helps them to learn how to evacuate her home safely in an emergency. However, she does not always help children to learn about how they can keep themselves safe when they use technology to access the internet.
- The childminder and her assistant promote good personal hygiene routines. They ask children to wash their hands after they use the toilet and before eating. Children listen, follow instructions and respond positively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend child protection training. They know the signs and symptoms that may indicate a child is at risk of harm. The childminder knows where to report any concerns about children's safety or welfare. She carries out risk assessments in her home. This helps to provide a safe environment for children to play. The childminder and her assistant supervise children well and always remain within sight and hearing of them. This helps to promote 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:

- strengthen opportunities for older children to develop their understanding of the world, including technology
- consider how to develop older children's knowledge of the potential risks when they use technical devices to access the internet.

Setting details

Unique reference number	EY441628
Local authority	Nottinghamshire County Council
Inspection number	10075069
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	12
Number of children on roll	14
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Worksop. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector toured areas of the premises that children use.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children about their enjoyment of activities.

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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