

Childminder report

Inspection date: 15 July 2021

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

Children show that they feel safe and secure in the childminder's inviting home. They confidently explore a plentiful range of toys and resources to enhance their play. Children are happy and behave well. The childminder manages children's behaviour skilfully. She is fair and consistent as she talks to children about taking turns and sharing toys. Children cooperate well with each other. They learn how to be kind and build relationships with their peers.

Children are actively involved in their own chosen play. The childminder plans activities to help them learn new skills. For example, children use tweezers to pick up tree bark. This helps them to develop muscles needed for early writing.

Children are enthusiastic in their play and have a positive attitude to learning. The childminder has high expectations for children's learning. Children enjoy challenges such as quickly counting bubbles before they pop. Indoors and outdoors, activities support children's fascination about the world around them. For example, young children copy the noise of a bee they see. Children learn to manage their personal needs and to be helpful and independent. They willingly assist with tasks, such as tidying up and laying the table for lunch.

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

- The childminder is ambitious for her future development. She is organised and professional. She continually evaluates and adapts her setting to help to ensure children enjoy good learning experiences in a well-resourced environment. For example, following children's interests she is creating a bug hotel to enable children to observe and increase their knowledge of nature.
- The childminder has designed her curriculum effectively. She knows what she wants children to learn. The childminder plans a wide range of stimulating activities and experiences based on children's interests and next steps in learning. However, she does not always differentiate her questions to extend older children's thinking and curiosity further.
- The childminder provides an extensive range of writing resources to help children practise making marks in different ways. Children thoroughly enjoy drawing chalk pictures on the patio. They use crayons and scissors to make cards and practise writing their name to further develop their mark-making skills. Children are excited to learn different skills and are well prepared for the next stage in their education.
- Parents speak highly about the service provided by the childminder. They appreciate the support she continues to provide them with during the COVID-19 (coronavirus) pandemic. The childminder has regular discussions with parents about their child's care needs and achievements. This helps to provide children

with continuity in their routines and learning. The childminder supports parents to contribute to their children's learning at home. For example, books are regularly sent home. This has been successful in helping children improve language and communication skills.

- Children learn about keeping themselves safe and understand about leading a healthy lifestyle. They enjoy being active, crawling through tunnels and playing on rockers. The childminder provides gentle reminders about keeping safe during play. Mealtimes are relaxed and sociable. The childminder and children chat happily together as they enjoy the nutritious food they have brought from home. They talk about the fruit and vegetables they enjoy most. This helps to promote a positive attitude to being healthy.
- The childminder's curriculum currently has a strong focus on children's language development and mathematical understanding. She continuously encourages thoughtful and engaging conversation, models correct sentence structure and introduces new words. This helps to create an environment where talking and listening are highly valued. As a result, children express themselves with great confidence, enjoy sharing their ideas and use language to build strong friendships.
- The childminder's nurturing approach helps her to build strong relationships with the children. She acts as a positive role model, praising children's achievements, good behaviour and kindness. Children help each other with tasks, such as pouring water. They play well together and learn to respect each other's differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly. She is knowledgeable about wider issues relating to safeguarding, such as the 'Prevent' duty and extreme practices. The childminder can identify children who may be at risk of harm and knows the action to take if she has concerns. The childminder understands how to refer incidents to the appropriate agencies. She knows what to do if an allegation is made against her or a member of her household. The childminder identifies and minimises potential hazards within her home and outdoors. She meticulously supervises children's play to keep children safe.

What does the setting need to do to improve?

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

- refine questioning skills to take account of children's differing levels of ability, to particularly encourage older children to deepen their thinking skills and build on their curiosity.

Setting details

Unique reference number	EY561174
Local authority	Nottingham
Inspection number	10191453
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Wollaton, Nottingham. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the children and the childminder spoke to the inspector. The inspector took account of the written views of parents. She also observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This includes evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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 2021