

# Childminder report

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Inspection date: 11 August 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they feel safe and secure. They show positive relationships with the childminder and her family. Children sit on the childminder's knee and give her a cuddle. They pass toys to the childminder's own children, willing them to play. Children giggle when the childminder's children play games with them. Children learn to share and take turns, for instance, when they wash their hands after touching dough. They wait patiently and say 'my turn' when children before them have finished.

Children explore the sounds that different musical instruments make. They shake instruments and turn them upside down to investigate how the sound can change. Younger children show an interest in books. They take books to the childminder who reads to them. Children listen and point to the images on the page, and show how they can follow a story. Children develop their physical skills, such as balance and coordination when they play in the garden. They climb steps to a slide and jump on a small trampoline. Younger children take an interest in the childminder's rabbits. The childminder strengthens their knowledge of what they see. For instance, she tells them that rabbits 'hop, hop, hop'. This contributes to children's understanding of words that link to actions.

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

- The childminder works closely with parents and other professionals to meet the needs of children with special educational needs and/or disabilities (SEND). She shares information about children's individual needs with other early years settings they will move on to. This helps to promote consistency in their care and learning.
- The childminder completes relevant training courses to help extend her knowledge of how to support children with SEND. This helps her to identify and understand how to help children when their behaviour changes. For example, she talks to children and shows them pictures to explain what will happen next during the day. This helps children to be emotionally ready for changes to the routine.
- The childminder knows children very well, such as their home life and things that interest them, like transport vehicles. She knows that children's main form of transport is by car. Because of this, she enhances their experiences and takes them on bus journeys. This contributes to their fascination of vehicles and their understanding of different forms of transport.
- Through reflecting upon her practice, the childminder identifies how she can make changes to help improve outcomes for children. This helped her to plan the environment for children to encourage their independence. For example, she displays toys and resources that enables children to make independent choices

in their play.

- The childminder makes daily routines enjoyable for children. For example, when she changes younger children, she counts 'one, two' when she takes off their shoes. This helps younger children to develop an awareness of numbers and counting.
- The childminder uses observations and assessments to help identify what children need to learn next. For example, during a painting activity, children decide to use different coloured paint on their hands. When children wash blue and red paint off their hands, the childminder asks them to identify the colour of the water. When children are unsure, she says 'purple'. This encourages children to understand how colours change when they are mixed together.
- The childminder shares information with parents about their children's learning, such as what their children need to learn next. However, she does not help parents to understand how to build on these skills with their children at home.
- The childminder encourages children to be independent. For example, she asks them to safely use knives to cut up banana for a snack. Children give some pieces of the banana to their friends. This contributes to children developing the skills they need for future learning, such as to complete tasks on their own and to share.
- Children receive plenty of praise and encouragement from the childminder for their achievements. For example, when younger children take off aprons and put them away, she says 'good tidying'. This encourages children to develop their understanding of how to behave.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment for children to play in. She makes sure that the main door is securely locked. This prevents children from leaving unaccompanied and from unauthorised people having access to children. Parents say that the childminder's home is 'clean' and 'organised' and their children are 'safe'. The childminder has a good understanding of how to identify if children in her care are at risk of harm, including being exposed to extreme views and behaviours. She knows where to report concerns about children's safety. Furthermore, the childminder understands where to report concerns if someone makes an allegation of abuse against herself or family member. This contributes to 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 parents to understand how to build on what children need to learn next at home.

## Setting details

<b>Unique reference number</b>	EY560893
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10190640
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Retford, Nottinghamshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

## Information about this inspection

**Inspector**  
Hayley Ruane

## Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, 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. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- 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.

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