

Childminder report

Inspection date: 10 March 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 enjoy their time with the childminder. She collects them from nursery and they eagerly talk to her about their day. Children tell the childminder about the story of 'Goldilocks and the Three Bears'. They excitedly take part in discussions as she skilfully asks them questions about the story. Children show good recall skills and are confident communicators. The childminder has high expectations of their behaviour. Children readily use their manners and say 'please' and 'thank you'. They are developing the skills they need in preparation for school. For example, children are developing the confidence to do things for themselves. They make choices about their play, take off their own coats and shoes and wash their own hands.

Children are developing their small-muscle skills well. For example, they show good engagement levels as they carefully fold coloured card in half. Children use their fingers to grasp small gems, feathers and foam pieces which they glue onto their creations. They excitedly compare the size of feathers. The childminder extends children's knowledge of mathematical language. She encourages them to use words such as 'bigger than' and 'smaller than'. Children concentrate as they safely use scissors to cut out paper shapes for their pictures. This develops their small-hand muscles to support their early writing skills. Children beam with pride as they are praised for their good work.

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

- The childminder supports children's language and communication skills well. For example, children enjoy lining up dinosaurs and saying their names. The childminder gently corrects any mispronunciation, which children are then eager to copy. She introduces new vocabulary during the activity. For example, when children say that dinosaurs are all dead, she introduces the word 'extinct'.
- The childminder supports children to develop their independence skills through daily routines. Children serve themselves, for example when they decide which fruit to put on their plate. They confidently remove the lids from yogurt pots and put these in the bin when they have finished with them. The childminder offers a helping hand when needed. Children are learning valuable skills that prepare them for school.
- The childminder teaches children what is expected of them through daily routines and activities. She is a good role model who provides consistent guidance to children. The childminder explains why some behaviour is not acceptable. For example, children are reminded to sit on chairs correctly or they may slip and hurt themselves. This also helps them learn how to play safely.
- Children are developing their knowledge and a growing interest in their early literacy skills. The childminder supports them to recognise letters from their

names. Children are eager to point out the letters they know. They excitedly look around the childminder's home for more letters on objects. Children are confident to ask the childminder if they see a letter they are not sure of.

- The childminder supports children to lead a healthy lifestyle. They get plenty of fresh air and exercise as they safely walk from nursery with her. The childminder provides healthy meals for the children and speaks to parents about healthy eating. She encourages children to wash their hands before mealtimes. Children confidently tell the childminder that washing their hands cleans the germs away.
- Overall, the childminder has developed a good curriculum based on children's interests and individual needs. She has clear intentions for what she wants them to learn. However, some planned activities do not always support children's identified next steps in their learning. For example, during a planned art activity, children show an interest in drawing shapes. The childminder draws the shapes for the children rather than encouraging them to try and do this for themselves.
- The childminder is well qualified and experienced. She regularly attends training opportunities to extend her knowledge and skills. The childminder has links with other childminders. This enables her to share good practice and ideas. Parents state that they feel their children are safe and secure when they are with the childminder. They also feel that their children have grown in confidence and have settled well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of all aspects of safeguarding. She has in-depth understanding of the signs of abuse. This includes wider aspects of abuse such as recognising the signs of those being exposed to radical views. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. The setting is secure. Children are supervised well. The childminder teaches children about personal safety. For example, she encourages them to hold onto the sides of the pushchair so they are safe when they walk to her home from nursery.

What does the setting need to do to improve?

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

- provide children with more time to try new skills to support the identified next steps in their learning.

Setting details

Unique reference number	EY227284
Local authority	Nottinghamshire County Council
Inspection number	10071125
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	3 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 May 2015

Information about this early years setting

The childminder registered in 2002 and lives in Mapperley, Nottinghamshire. 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 early years qualification at level 3.

Information about this inspection

Inspector
Susan Hyatt

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder jointly observed an activity and evaluated the impact this had on children's learning.

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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