

Childminder report

Inspection date:

7 April 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children settle quickly into the childminder's inviting and welcoming home. They have a wide selection of toys and resources to choose from, to promote their interests. Children are extremely excited to play games with the childminder. They put their hand into a bag and choose an object to pull out. Children talk about the items they choose, such as pretend food. Children are supported to identify whether the food they have chosen fits into the category of a vegetable, fruit or sweet food. They are supported to understand which foods are healthy for them. When children play games with others, they take turns and listen to their friends views and opinions. They show positive behaviour and respect for each other. Children use good manners and are polite. For instance, when they ask the childminder for food, they say please.

Children are keen to explore and investigate in the childminder's garden. They show great control in their hands when they use tongs to transport plastic eggs. Children run around the garden safely and find places to hide the plastic eggs, such as behind bushes. Children thoroughly enjoy imaginary play. For example, when the childminder pretends to be the Queen, they stand up in front of her, and very confidently sing nursery rhymes. Through conversations with the childminder, children are supported to develop their knowledge of special events, such as the Queen's Platinum Jubilee. Children tell the childminder that they want the Queen to come to their party.

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

- The childminder helps children to understand how to use technological devices safely, when they access the internet. She talks to children about road safety when she walks with them in the street, reminding them to look both ways to see if it is safe to cross the roads. This helps children to understand how they can keep themselves safe.
- The childminder rewards children for their achievements, helping them to feel valued and appreciated. For example, she gives them a medal to wear and a small gift, such as a key ring or pencil. Children confidently remember when they received these gifts, such as after they helped to clean a pair of boots.
- The childminder supports children's emotional well-being effectively. She knows that some children struggle with anxieties, due to the COVID-19 pandemic. Because of this, she shows children pictures of different emotions. The childminder encourages children to identify different facial expressions and to talk about how and why they are feeling a certain way.
- The childminder liaises with other early years settings and schools that children also attend. She uses this information to complement children's experiences.

This includes encouraging children to listen and follow instructions. For example, the childminder uses children's names to get their attention before she asks them a question or to complete a task. She recognises how this helps to focus children's attention.

- The childminder makes daily routines a positive experience for children. For example, when she wants children to tidy away toys, she asks them if they can do this before a two-minute timer runs out. This encourages children to have a positive attitude and to be excited about putting toys away quickly.
- The childminder encourages children to be creative in their role-play experiences. She offers children ideas and suggestions and a wide range of resources that enable them to follow their interests, such as in shops. Children develop a name for their shop, they make posters to show what items are for sale. Children confidently say, 'Who wants to be my customer?'
- The childminder supports children's oral health effectively. She shares leaflets with parents about how they can help to promote their children's oral health at home. The childminder helps children to understand how they can care for their teeth. For example, she talks to them about how often to clean their teeth and for how long. Children say that they need to brush their teeth twice a day for two minutes.
- Parents are highly complimentary about the childminder. They say that she has the ability to understand each child's personality, strengths, challenges and how to support them.
- The childminder encourages children to investigate objects and to have their own ideas. For example, when children realise that a magnet attaches onto a metal toy till, the childminder asks them if they can find other objects to attach it to.

Safeguarding

The arrangements for safeguarding are effective.

The childminder finds out about children's dietary requirements when they first start. This helps her to ensure that she only provides food that is suitable to meet children's individual health needs. The childminder practises fire evacuation drills with children in her home. This helps children to understand the procedure to follow to keep themselves safe in the event of a fire in the home. The childminder has a good understanding of signs that may indicate a child is at risk of harm. She knows the relevant agencies to contact to report any concerns about children's welfare, to help promote their safety.

Setting details

Unique reference number	EY417348
Local authority	Nottinghamshire County Council
Inspection number	10114443
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	2 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 October 2015

Information about this early years setting

The childminder registered in 2010 and lives in Elston, Newark, Nottinghamshire. She provides before- and after-school care from Monday to Friday during school term time from 7.30am until 8.40pm and from 3pm until 6pm. She operates during the school holidays from 7.30am until 6pm. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 and inspector completed a learning walk of the areas of the home used for minding children.
- The inspector observed activities, indoors and outdoors, and the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with the childminder. She reviewed a sample of documentation, such as policies and procedures.
- 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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