

Childminder report

Inspection date: 30 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show kindness to others. Older children fetch younger children's boots in preparation for going outdoors. Children learn to share when they play games with the childminder. They take it in turns to roll a dice and learn the rules of a game. Children show good hand-to-eye coordination. They peel labels from the back of stickers and press them firmly onto paper as they make Easter cards. Children show pride in their achievements and are keen to show the childminder and visitors their creations.

Children are physically active. In the garden, younger children test their physical abilities as they climb steps to a slide. The childminder stays close by to offer support if necessary and to promote their safety. She plans activities to help children make progress in their learning. For example, she encourages them to develop their speaking skills. The childminder provides children with opportunities to choose from a bag of different objects which link to various nursery rhymes. Children are keen to explore the objects and to join in the associated songs with the childminder. They are motivated and engaged when they play with the inviting array of toys and resources the childminder offers. For example, they stamp their feet with excitement and laugh when they use a toy rod to try and catch toy fish and ducks that float in water.

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

- The childminder plans experiences to help prepare children for the future. For example, she encourages children to develop a love of books. The childminder reads children stories and has a wide range of books for them to choose and explore on their own. Children remember favourite stories. They look at pictures on the pages and tell the story in their own words. Children repeat familiar phrases, such as 'I will huff and puff and blow your house down.'
- The childminder is aware that some children, particularly those who were born during the COVID-19 pandemic, have not had many opportunities to separate from parents. Because of this, she offers a tailored settling-in period to meet the emotional needs of families and children when they first start attending. Parents are invited to attend sessions with their children and visit parks with the childminder. This helps children to get to know her. Parents comment that children settle quickly into the childminder's care.
- The childminder shares information with parents about their children's learning and development. However, she does not engage effectively with other early years settings children also attend or schools children move on to, to help promote consistency in their care, learning and transition to school.
- The childminder actively promotes positive behaviour. She reads children stories to help them develop their understanding about sharing. The childminder praises

children's achievements, helping to raise their self-esteem. For example, when younger children roll a ball down a ramp, she claps her hands. When older children catch a toy duck on a pretend fishing rod, she gives them verbal praise, such as 'well done'.

- The childminder knows the children well and understands what they each need to learn next. She promotes their communication and language skills well. The childminder shows respect when she communicates with children. For example, when younger children babble back in response to her comments, she listens and responds appropriately. The childminder talks to children when she plays alongside them and repeats words they say. This helps children to hear the correct pronunciation of words.
- The childminder has found some opportunities to extend her professional development. For example, she completes training courses to extend her knowledge of how to keep babies safe when they sleep. However, she has not considered wider training to increase her knowledge of how she can support children's learning further.
- The childminder reflects on her practice. She has made changes to the resources she offers children, based on her knowledge of what children need to learn next. The childminder provides further opportunities for children to develop their understanding of numbers. For example, she has purchased games that encourages children to recognise and match numbers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder reduces risks to children in her home. For instance, she ensures that outdoor gates are securely bolted. This helps to stop unauthorised people from gaining entry to her home. The childminder helps children to learn how they can keep themselves safe. She talks to children about road safety and stranger danger when she walks with children in the street. The childminder is aware of the signs and symptoms of abuse and how to recognise if a child was being radicalised. She knows the procedure to follow to report concerns about children's safety. This ensures she is able to act quickly in the event of a concern about a child's safety and welfare.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings children attend to support a consistent approach and smooth transition on to their next stage of learning
- seek out further professional development opportunities to help support children's learning further.

Setting details

Unique reference number	252357
Local authority	Nottinghamshire County Council
Inspection number	10114397
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	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 September 2015

Information about this early years setting

The childminder registered in 1995 and lives in Stapleford, Nottinghamshire. She operates all year round from 7.45am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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 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.
- 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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