

Childminder report

Inspection date: 10 May 2022

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 enjoy their time at the childminder's home. They are greeted at the door by the warm and welcoming childminder and her assistants. Children benefit from a well-planned curriculum that meets their individual needs. The childminder and her assistants know what children can do and extend their learning through targeted teaching. For example, during a walk, children are eager to learn about keeping safe. They listen carefully to the childminder's assistants as they explain how to safely cross the road. Children recall previous learning. They confidently state they must, 'freeze, look and listen' and then demonstrate this to staff.

Children behave well. They are learning to take turns during daily routines and activities. Children show kindness to others. For example, they readily share their toys with other children. Children 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, serve themselves at mealtimes and take off their own boots and coats. Children are keen to problem-solve. They work out how to detangle ribbons from tree-trunks, laughing as the wind keeps blowing them back. Children beam with pride as they are praised for their good thinking skills.

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

- The childminder is effective in supporting children's speaking and listening skills. Children are confident communicators and eagerly engage in conversations during routines and activities. For example, while feeding ducks, children recall the brown duck is the female. The childminder introduces new vocabulary. She explains that the female is brown so she is 'camouflaged' on her nest. Children carefully copy this word.
- The childminder provides many opportunities for children to be physically active. For example, children confidently run, climb and kick balls. The childminder provides extra challenge by creating a balance-beam activity. Children are supported to take turns as they balance carefully. They repeat the childminder's instructions and shout, 'bend and jump'. This helps children develop their muscle strength and coordination skills.
- The childminder supports children to develop their small-muscle skills well. For example, children show excellent engagement levels as they bury stones in sand, sieve rice and use cutlery at mealtimes. The childminder's assistant supports children to persevere as they work out how to use spray bottles. Children learn to squeeze the trigger and laugh as the wind blows the water back in their face. This helps children develop the muscles they need for early writing.
- Overall, group activities and routines support children to learn. However,

sometimes, too much happens at once, causing children to disengage. For example, breakfast time involves too many activities. There is a story being read, food being served, and children raise their voices as they try to socialise with each other. Babies become upset at the noise levels. This causes children's learning to be disrupted and they are unable to fully engage well in any of the activities.

- The childminder provides healthy meals and fresh drinking water. Children are developing good hygiene routines. For example, the childminder encourages children to wash their hands after they use the toilet and before mealtimes. Children know that washing their hands will get rid of germs.
- Overall, the childminder and her assistants teach children what is expected of them through daily routines and activities. They are good role models and deal with minor conflicts quickly. However, on occasion, the childminder and her assistants do not always provide children with explanations to enhance their understanding. For example, they discourage children from putting toys in their mouth and from taking toys from each other, but they do not explain why.
- The childminder is well qualified. She regularly attends training opportunities to extend her knowledge and skills. The childminder's assistants state they feel supported and valued by the childminder. Parents are overwhelmingly positive. They state their children have an increased understanding of numbers and words and are learning to problem-solve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their role in keeping children safe. They have a comprehensive knowledge of all aspects of safeguarding. This includes the signs that may indicate a child is at risk of harm. The childminder and her assistants know the procedure to follow if they have any concerns about children's welfare. This includes concerns about a colleague. The setting is secure and children are well supervised to ensure they are safe as they play and explore. The childminder ensures safer recruitment checks are conducted to confirm the ongoing suitability of her assistants to work with children.

What does the setting need to do to improve?

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

- review the organisation of group times so children do not lose focus and have their learning disrupted
- provide clear explanations to children as to why some aspects of their behaviour are not appropriate.

Setting details

Unique reference number	2556190
Local authority	Nottinghamshire County Council
Inspection number	10232095
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 3
Total number of places	9
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and is based in Mansfield, Nottinghamshire. She provides care from 7.30am to 5.30pm, Monday to Friday, term time only. The childminder holds an appropriate teaching qualification. She works with assistants. The childminder provides funded nursery education places.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and discussed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022