

Childminder report

Inspection date:

6 May 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy and enjoy their time in the setting. They play with toys that interest them. Children play with blocks and copy pictures to make different creations. Children feel confident to try new activities, so they learn new skills. The childminder supports children to learn from the world around them. Children try to find newts and frogs in the garden pond. They know, from experience, where to look for them. The childminder tells the children interesting information for them to learn. Experiences children have are meaningful. Children spot aeroplanes in the sky. The childminder talks to the children about their upcoming holiday. They discuss what will happen and what to expect when they fly to a new country.

Children learn to put on their coats or take off their shoes as part of daily routines. They are expected to behave well and listen attentively. Children enjoy chatting and asking questions. They discuss that apples come from trees as they eat snack. Children know they must wash their hands before they eat to keep away the germs. However, the childminder does not have a valid first-aid certificate. In addition, contents of the first-aid kit are out of date, which affects how sterile dressings are. This means children's safety and welfare are compromised.

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

- Children learn to speak and communicate quickly. They ask questions about the toys they play with and things they see. Children learn new words, such as rectangle, aeroplane and heavy, as they explore in the garden. The childminder helps children to problem solve and show they have understood concepts. She gives them time to respond to questions. However, when children make their own choices in play, the childminder does not extend what children learn as effectively.
- Children confidently join in activities with the childminder. She uses her experience and the internet to design new opportunities for learning. For example, children learn about shapes. They match shape pictures on eggs with the correct shape in an egg box. Children then make marks on paper and are shown how to draw circles to make a flower. Children value each other's skills as they create pictures together.
- Children learn skills that help them become independent, for example using the toilet and dressing themselves. Children are encouraged to spend time outdoors. They safely run around the well-equipped garden. They jump on the trampoline for exercise. However, the health and safety of children is compromised. If an accident happens, the childminder is not up to date with her first-aid training and the contents of the first-aid kit are out of date. This is a requirement of the early years foundation stage. The childminder has retained some knowledge from previous training courses. However, there is some risk that children will not

receive correct first-aid treatment.

- Children enjoy exploring the local area, including parks, churches and farms. The childminder teaches children to keep safe by the road. She teaches them to walk slowly and cross carefully, to help prepare them for walking to school. Parents report this is important to them, as they do not always have time for this at home. Parents state that the childminder is 'caring'. They 'feel part of her family', because of the care and advice she gives. For example, she helps parents with strategies for separation anxiety and potty training. Parents feel well informed about their children's development.
- The childminder plans and adapts activities to meet the children's needs. She uses the internet for ideas and tries to keep herself up to date with current guidance. However, she has allowed her first-aid qualification to expire. She has not recognised this error, putting children's health and safety at risk.
- The childminder knows how to help children who need extra support. She devises activities to help them to catch up. The childminder works closely with other settings and schools. She writes detailed reports to inform other agencies of the progress children make. She works with children to build their self-esteem. For example, she regularly praises children for trying hard and concentrating. This is to prepare them for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of indicators of abuse. She understands concepts such as female genital mutilation and when families are at risk from drug use. She recognises signs and symptoms of abuse. The childminder knows when children may be at increased risk of harm. She knows how to report her concerns. She also knows how to report any allegations made about her or a family member. The childminder helps children and their families learn about keeping safe online. She has parental controls on devices used in her setting. She keeps detailed risk assessments of the environment children play in.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| ensure an up-to-date and valid first-aid qualification is maintained | 10/06/2022 |
| ensure training for first aid is completed within the required time scales | 10/06/2022 |

| | |
|--|------------|
| ensure there is a complete first-aid kit in place with in-date contents. | 10/06/2022 |
|--|------------|

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

- develop ways to further extend children's knowledge when they make choices in their play.

Setting details

| | |
|--|---|
| Unique reference number | 258740 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10072734 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 22 July 2016 |

Information about this early years setting

The childminder registered in 1991 and lives in Cropwell Bishop, Nottinghamshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She receives early years funding for three-year-old children.

Information about this inspection

Inspector

Donna Edwards

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 setting.
- The childminder and the 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.
- The inspector spoke with the childminder, children and parents during the inspection.
- The childminder and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the childminder.
- The inspector reviewed a sample of documentation, including the suitability of people living in the household and first-aid qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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