

# Childminder report

---

Inspection date: 12 May 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

## What is it like to attend this early years setting?

### The provision is good

Children develop very close bonds with the childminder and other children. They cuddle the childminder when they are feeling tired and seek reassurance from her when they are unsure about something. This has a positive impact on children's emotional well-being and helps them to feel safe and happy in her care. Older children show their caring nature as they hold younger children's hands to help them to practise walking. They imitate the support given to them by the childminder and understand her expectations for behaviour. For example, they remind others to say 'thank you' while playing together.

Children enjoy reading stories and singing songs with the childminder. They join in the words and actions to 'Round and round the garden' as they giggle and tickle each other. Children develop a love of reading from a young age and show good listening and attention skills when the childminder reads books to them. They are encouraged by the childminder to turn the pages and suggest what the storyline is by looking at the pictures. While reading a story with the childminder, children are confident to share what they have learned about keeping themselves safe. For example, they explain, 'It's bad to run on the road.'

Children are keen to try things for themselves from a young age and respond well to praise given by the childminder. While trying to complete a puzzle, children are supported by the childminder to persevere. They keep turning the pieces, even when it is difficult, and are very pleased with themselves when they finish it.

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

- The childminder encourages children to be independent. They relish the opportunity to help her with everyday experiences, such as opening the butter ready for snack time and rolling out paper to paint on. The childminder helps children to understand care routines. Children are proud that they have used the toilet for the first time and they 'high five' the childminder after washing their hands with minimal support.
- The childminder teaches children from a very young age how to negotiate and share resources. Children all happily share toy bricks to build towers together.
- The childminder helps children to learn about their place in the community. She takes them on regular trips, for example to the local park. Children enjoy developing their physical skills further at the park as they climb and slide on equipment.
- The childminder knows the children well, including their personalities. She plans learning opportunities which are based on their interests. The childminder watches children play, and she holds discussions with parents and carers to identify what children already know and can do in some areas. However, she

does not fully consider all aspects of learning set out in the early years foundation stage. Therefore, although the childminder focuses on things children need to learn next, she sometimes fails to identify some potential gaps in their learning.

- Children enjoy using a variety of objects to paint with, such as bricks, rollers and brushes. Young children develop their hand muscles as they practise how to grip tools and move them to make marks. The childminder supports older children's knowledge of shapes and colours. She helps children to identify the marks they have made, such as a red circle. However, the childminder does not always make the most of opportunities to extend children's development when they choose their own play. Children are not always encouraged to add their own resources and contribute their suggestions during their play. This limits the learning for some children during this time.
- The childminder's interactions help children to develop their vocabulary and speech. She asks them questions, giving them enough time to think and respond, and talks to them about what they are doing. The childminder explains new words to children, such as 'stripy', to describe the patterns they have painted. She repeats key words, such as 'blue', to help younger children to pronounce them.
- The childminder reflects on the service she provides. She works alongside other professionals to share good practice and ideas for learning experiences. She undertakes training that positively impacts on children's experiences. She explains how training on schemas has helped her with supporting children who like to throw things. For example, she provides opportunities for children to throw soft balls to knock down skittles.
- The childminder works alongside parents on all aspects of children's learning and care needs. Parents comment that she has been a 'positive impact' on their lives and children are treated as 'one of the family'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role in safeguarding children. She demonstrates an in-depth knowledge of the signs and symptoms that could indicate a child is at risk of harm. She knows when and where to report her concerns. The childminder makes sure that she undertakes training to keep her safeguarding knowledge up to date and updates her safeguarding policy regularly. She regularly checks the premises to ensure that they are safe and secure for children, and she takes all necessary steps to minimise risks. The childminder checks the ongoing suitability of people living on the premises.

## What does the setting need to do to improve?

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

- provide further opportunities for children to make choices and add resources to extend their own play
- improve how children's progress is assessed to strengthen the focus on what children need to learn next across all aspects of learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY428054  |
| <b>Local authority</b>                             | Nottinghamshire County Council  |
| <b>Inspection number</b>                           | 10065335  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 9  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 10 December 2015  |

## Information about this early years setting

The childminder registered in 2011 and lives in Mansfield, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, family holidays and a week at Christmas. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

### 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 the evaluation of the setting.
- The childminder and the inspector had a learning walk together. They discussed the learning intentions for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity.
- The inspector observed the childminder and children of all ages during the inspection.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken account of by the inspector.
- A sample of documents was reviewed, including paediatric first-aid certificates, evidence of suitability checks, and safeguarding policies and procedures.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022