

# Childminder report

---

Inspection date: 13 September 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	Not applicable

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

### The provision is good

The childminder's home is distinctly peaceful as she welcomes children in. Children leave their parents happily, as they engage in a game of peek-a-boo with the childminder. They follow the daily routines. For example, they take off their shoes and place them in the hallway.

The children develop their resilience and confidence. For example, when a toy cot breaks, the children persist to re-build the cot with support. The childminder encourages the children to say how they are feeling. She then helps them manage their feelings, so they do not become upset. Children happily and with patience wait their turn for what they want to play with.

Children develop their language during play with wooden blocks. They learn new words in the language they speak at home, and in English. They repeat new words, such as jellyfish and butterfly, and beam as they receive praise from the childminder in both languages.

The childminder carefully chooses resources for the children. For example, children play with small tools to improve their dexterity. They show positive attitudes to learning through high levels of curiosity and engagement. They use small dental instruments, and enjoy using a dental drill, as they listen to the whirring sound and enjoy the gentle sensation on their skin.

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

- The childminder has a clear focus for the children's learning. She works with the parents to create bespoke teaching. For example, she uses children's family photos from their recent visit to the dentist to promote the importance of oral hygiene.
- The childminder constantly checks for children's understanding. She uses the children's home language as she introduces new words in English. However, the childminder does not use suitable texts in the children's play to promote an early love of reading.
- The childminder sets up activities to follow the children's interests, giving them the opportunity at once to immerse themselves in a world of role play, with dolls, cots and feeding bottles. The childminder and children play together with warmth and gentleness. Children cradle dolls with love in their arms before they place them in the cots for sleep time. The childminder talks about the importance of caring as the children stroke the dolls' foreheads and kiss them as they rock them.
- The childminder promotes resilience and a 'can do' attitude to the children in her care. They climb down from chairs after eating and take their plates through to

the kitchen. They follow established daily routines. At snack time, the children eat their apple and pear slices by themselves. The childminder provides a range of healthy food choices. For example, the children enjoy munching on vegetable sticks.

- The childminder works closely with parents. She works in partnership with the families when children are ready to manage their own basic self-care. For example, the youngest children wipe their own faces after eating.
- The childminder reflects on every aspect of the children's home life. She liaises with families about the children's favourite food. For example, the children enjoy traditional home-cooked soup at lunchtimes.
- The childminder promotes good personal hygiene. After the children go to the toilet, they wash their hands with water and soap. They smile as they receive praise, both in their home language and in English. This boosts their self-confidence.
- The childminder accurately assesses the children in her care. She uses this information to plan next steps for their learning. This includes language development, and personal, social and emotional development. She has high expectation for children's next development milestones. The childminder ensures that children learn a good standard of English, so that they can access the early years curriculum.
- The childminder self-evaluates her practice. She plans to include more exploration in her daily trips. She intends to build on community outings. The children already learn from first-hand memorable experiences. These include trips to outside areas, such as local parks and the local library.
- The childminder teaches the children about life in modern Britain. They learn about right and wrong as they talk about feelings. The childminder teaches the children about equality and acceptance. Children play with a range of toys to support this teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge and understanding of safeguarding. She can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. She knows how to help children to reduce their risk of harm. She can secure the support they need or refer in a timely way to those who have the expertise to help. The childminder understands the 'Prevent' duty and the reporting procedures. She understands her duty towards issues such as female genital mutilation. She knows the signs and symptoms of abuse and how to raise concerns. The childminder's home is safe and secure. The childminder monitors attendance. Procedures are in place should a child fall ill in the childminder's care.

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

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

- use a variety of age-appropriate texts to promote interest and engagement of early reading across the curriculum.

## Setting details

<b>Unique reference number</b>	2540156
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10215338
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Bestwood Park, Nottingham. She operates all year round, from 7.30am until 5.30pm, Monday to Sunday, except Bank Holidays and family holidays. She holds a level 6 qualification with qualified teaching status.

## Information about this inspection

### Inspector

Jamila Hussain

### 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 provider.
- The childminder and the inspector discussed the childminder's intentions for their curriculum and what they want their children to learn.
- 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 observed the interactions between the childminder and children.
- 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](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