

Childminder report

Inspection date: 31 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel happy, safe and secure, they show a strong sense of emotional security. As younger children are unsure of visitors or become tired, they go over to the childminder with open arms. She sweeps them up for a cuddle and they snuggle into her shoulder. Babies and toddlers are beginning to cooperate with each other, and they are learning to take turns with their friends. For example, when children struggle to share toys, the childminder reminds them to take turns. Toddlers begin to show a sense of responsibility and a willingness to help out. After having their nappies changed, they voluntarily take the clean changing mat to the cupboard. Furthermore, they help the childminder by passing her items when asked.

Children access a wide variety of toys confidently and independently. Babies show their imagination skills as they play in the pretend kitchen. Toddlers use their small-muscle skills to poke pipe cleaners through the holes of a colander. Children's artwork is attractively displayed around the playroom. This gives them a sense of pride in their creations. Babies enjoy regular opportunities to practise their physical skills. For example, the childminder encourages them to take supportive steps using a walker. She offers babies praise and encouragement, when they take her hand and walk, telling them she knew they could do it.

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

- The childminder is evaluative of her practice and gains parental feedback by speaking to them and through questionnaires. She shares next steps with parents and staff in other settings to ensure continuity of children's learning.
- The childminder interacts well with the children, sitting at their level and modelling play. There is a strong emphasis on developing children's communication and language skills. The childminder responds to children's single words, and she repeats their efforts at saying words, using the correct pronunciation. She offers new words to children, such as cinnamon and floating. This means that children hear and learn new words to extend their vocabulary.
- The childminder provides experiences to help children develop their sensory investigation skills. Toddlers explore a pumpkin, they pull a face when they feel and lick the pumpkin's flesh. The childminder extends this experience by encouraging them to develop their small-muscle skills. They use glue spreaders to paste glue on the pumpkin's skin and stick sequins on it to decorate it. This shows their interest in being creative.
- The childminder has a sound knowledge of early education. She understands how to observe, assess and plan for children's individual next steps. The childminder has a clear curriculum in mind. She knows what she wants the children to learn. There is an emphasis on developing and encouraging children's

independence skills. Toddlers demonstrate this through their eagerness to put on their own shoes before going outside and feeding themselves at lunchtime. These skills prepare children well for their journey on to school.

- Overall, the childminder recognises the importance of fresh air and daily exercise to support children's development. However, while routine outings are planned in the local area, there is less emphasis on children having daily access to outdoor play. Nevertheless, children have some opportunities to practise their physical skills outside. For example, on the day of inspection, children enjoyed negotiating the slides in the garden.
- Children spend a long time discovering new resources. They explore a Halloween basket of items. The childminder subtly introduces mathematical language as she encourages the children to count, she says, 'Tiny pumpkins, one, two, three'.
- Children attend local toddler groups with the childminder. This helps them to gain social skills as they mix with other adults and learn how to play alongside other children.
- The childminder regularly sings songs to the children. In turn, the children show their expressive art skills and sing songs to themselves.
- Parents speak very highly of the childminder and comment that their children have learned a lot, especially speaking skills, since being in her care. Parents comment that the childminder is 'a loving and patient person who always listens to the children.' The childminder liaises with parents on a daily basis, so that they are fully informed about their child's day and what they have enjoyed doing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility for safeguarding children. She knows how to identify and respond to any concerns that a child may be at risk of harm. The childminder ensures that she updates her training in first aid and safeguarding, so that her knowledge is current. The childminder knows how to respond to any allegations of abuse made about herself, or anyone else living on the premises. The childminder carries out risk assessments of her home to minimise the risks to children. For example, children cannot access or visit the garden pond without being accompanied by the childminder.

What does the setting need to do to improve?

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

- increase opportunities for children to experience outdoor play to broaden their learning.

Setting details

Unique reference number	EY459938
Local authority	Nottinghamshire County Council
Inspection number	10236110
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Worksop, Nottinghamshire. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Sharon Alleary

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 their evaluation of the childminder.
- The inspector looked around the areas of the home available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written references provided from parents.
- Documentation was available for inspection, including a relevant paediatric first-aid certificate and suitability checks.

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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