

Childminder report

Inspection date: 15 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children build strong and secure relationships with the childminder. They are very happy and thrive in the childminder's provision. The childminder leads by example and treats children with kindness and respect. She provides a relaxed and happy environment for children to learn in. Children demonstrate they feel safe as they try new activities, such as exploring autumn leaves. The childminder gives children continuous encouragement and praise for their achievements. Young children behave extremely well and learn to share and take turns with toys. This successfully enhances their confidence and self-esteem.

Children are familiar with the routines and readily make independent choices in their play. They enjoy watching the dustbin lorry reverse past the house. The childminder models language to describe what they can see. The children wave at the refuse collectors in response to the childminder asking if they would like to say goodbye. Children are keen to join activities, such as singing and dancing, which they do with enthusiasm. The childminder uses songs to discuss different emotions with children, which positively impacts their emotional well-being. Children learn new skills that support their future learning. For example, they develop their small-muscle skills as they pick up jigsaw pieces, which prepares them for future mark making and early writing.

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

- The childminder talks to parents about children's routines, interests and abilities before they start. She carefully monitors children's development through frequent observations to assess what they need to learn next. She completes the progress check for children between two and three years to assess the progress they make. However, the childminder does not use this information as well as she could when she plans activities to develop children's learning.
- The childminder generally plans her curriculum well. She prioritises children's language development and introduces children to a wide range of words. This supports children's understanding and helps them to develop their vocabulary. For example, she models the names of animals in a jigsaw, and children copy her as they put the correct animals into the puzzle.
- Children are active and enthusiastic learners. They are confident to explore the environment and choose toys that interest them. For example, children are eager to drive pretend cars into the garage. However, at times, the childminder does not make the best use of children's interests during adult-led activities to ensure they remain focused and fascinated by the activities she has planned.
- Children respond well to consistent boundaries for behaviour. They listen to the childminder's gentle reminders and learn to be kind and thoughtful towards others. The childminder talks to children about their feelings and helps them to

understand the consequences of their actions. For instance, she explains that if they leave too many toys on the floor, they might slip and fall on them.

- The childminder promotes children's healthy lifestyles. She takes children outside to develop their large-muscle skills on ride-on toys. Children are inspired to learn about nature as they collect leaves and cones on an autumnal walk. They dance to music with pleasure and confidence and joyfully develop their imagination. Children enjoy healthy snacks and meals. The childminder ensures they remain hydrated as she reminds them to regularly drink their water.
- Children thoroughly enjoy exploring books. They listen attentively to their favourite stories and learn to hold books and turn the pages. They actively participate as they share stories. They find their ears as the childminder points to the koala's furry ears.
- Partnerships with parents are effective. The childminder shares her assessments of where children are in their development. Parents comment on the strong bonds that children have with the childminder. They report that their children enjoy spending time with the childminder in her home.
- The childminder regularly reflects on and evaluates her practice. She shows a commitment to her professional development and that of her assistant. For example, they complete mandatory training, such as first aid, and regularly complete online training courses together to strengthen their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about the possible signs of abuse. She knows what to do if she has concerns about a child and who to contact. The childminder has a written safeguarding policy in place. She understands the procedures she should take if an allegation is made about herself, her assistant or a member of her household. The childminder completes risk assessments for her home and outings. For example, she ensures children tidy away toys they are no longer playing with so that they are not trip hazards.

What does the setting need to do to improve?

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

- focus planning for learning more clearly on what is intended for children to learn, to ensure that there is enough challenge for children
- use children's emerging interests and ideas during adult-led activities to sustain their interest and extend their learning.

Setting details

Unique reference number	EY456865
Local authority	Nottinghamshire County Council
Inspection number	10236035
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Huthwaite, Sutton-in-Ashfield, Nottinghamshire. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- This was the first routine inspection the provider 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 his evaluation of the provider.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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