

Childminder report

Inspection date: 12 January 2023

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 are welcomed into this friendly and homely environment by the childminder and her assistant. Both the childminder and her assistant are nurturing and caring with the children. As a result, children build strong attachments with them. Children who have just started attending are provided with lots of comforting and soothing words. They settle and eventually feel safe as they fall asleep. Children behave well and are familiar with routines and what is expected of them. They eagerly get their coats and shoes, ready for the walk to school.

Children enjoy their time with the childminder and her assistant. They are provided with a range of activities to support their interests and what they need to learn next. For example, children show an interest in colours. The assistant helps children to point out and name colours on a mat. She extends children's understanding of colours and introduces numbers as they look at a book together. Children name the colours again and say 'one, two, three'. Babies enjoy exploring colours during creative play. They beam with delight as they touch and press the different colours in the clear plastic wallet. Older children initiate their own imaginative games. They play cooperatively with cars and a doll's house.

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

- The childminder supports children to develop their own independence and she promotes their self-care skills well. Children independently select toys and resources, and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands.
- Partnerships with parents are strong. The childminder keeps parents updated about the care and learning of their child. She shares this information with parents through recording observations of their play, photos and written reports. Parents comment positively on the experienced and caring approach of the childminder. They state that having feedback from the childminder and seeing photos of their child gives them peace of mind.
- Children enjoy regular walks to school. They benefit well from their time outside in the fresh air to support their health. Children know to hold on to the pushchair to keep themselves safe. However, on this occasion, the assistant did not make the most of this experience. As they walked to school together, the assistant did not engage with or talk to children to support their overall knowledge and development.
- The childminder and her assistant plan appropriate activities to support children's development and be ready for school. For example, children mix paint and learn new colours as a result. However, although the assistant is enthusiastic in her teaching, she sometimes does not give children enough time

to think about and respond to her questions.

- Babies enjoy their time with the childminder. They enjoy pulling themselves up to standing as they develop their large-muscle skills. However, overall, they spend too much time in a highchair, pushchair or being held by the childminder to further develop this skill.
- Children develop a love of books from an early age. Babies concentrate as they hold and turn the pages of hard-backed books. Older children listen to stories being read by the assistant. They excitedly recall events in familiar stories and tell the assistant what will happen next. The assistant extends their understanding of literacy further. She helps children to understand what she is reading by showing children that words are read from left to right.
- The childminder makes sure that she and her assistant complete regular training to keep their knowledge up to date. They attend online webinars and regularly read childcare articles. The childminder and her assistant use this new knowledge to support the outcomes for children. For example, she has made an improvement in how she builds partnerships with other settings that children also attend. The childminder makes sure that all those involved with the children regularly share and exchange information between them. This helps to ensure that children's continued learning and care needs are well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard and protect children from harm. They ensure that their knowledge is up to date by regularly completing child protection training and reading new guidance. Both are confident in what procedures they must follow should they have a concern about a child's welfare. This includes protecting children and their families from extreme views and ideas. The childminder conducts regular risk assessments of her home and outings to make sure that children are safe. Children are closely supervised by the childminder and her assistant.

What does the setting need to do to improve?

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

- make the most of children's experiences to further extend and enhance their knowledge and development
- provide more time for children to think and respond to questions asked
- support very young children to further develop their physical skills.

Setting details

Unique reference number	EY393293
Local authority	Nottinghamshire County Council
Inspection number	10263206
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 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2009 and lives in Pleasley, Nottinghamshire. She operates her childminding service from Monday to Friday, 7.15am to 5.30pm, all year round. The childminder works with an assistant. They both hold a level 3 qualification in early years care and education.

Information about this inspection

Inspector

Judith Rayner

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 childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed a range of activities and interactions between the childminder, assistant and children, to help evaluate the quality of education.
- The childminder and inspector evaluated an activity together.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and viewed written documentation, and took account of their views.
- The childminder provided the inspector with relevant documentation, including the evidence of the suitability of all adults living and working on the premises.

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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