

Childminder report

Inspection date: 7 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and self-assured. They exude confidence. Children excitedly showcase their toys and talk about what they enjoy the most while they are in the childminder's care. Children show they have secure attachments with the childminder. They seat themselves next to her on the sofa to share a book. Children are completely at ease with the close attention and care they receive. These caring relationships help children to learn good social skills and to be considerate to others. For instance, when children ask who will help them their friends jump up and say, 'I will, I will.'

Children spontaneously sing songs and rhymes, recalling all the lyrics. They name the different animals they see in books and confidently use sign language that links to an animal. Children remember that a hippopotamus sleeps under water. When the childminder praises their comment they show they have strong self-esteem and pride in themselves. Children have good imaginations and they are creative and critical thinkers, for example they can make intricate robot creations using bricks. When completing a word puzzle, the childminder challenges children to think of words that begin with a certain letter. Children receive praise from the childminder when they say 'It's broken' for a word beginning with 'b'.

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

- The childminder has completed relevant paediatric first-aid training. This was an action from the last inspection.
- The childminder plans her curriculum around children's individual interests and next steps in learning. She observes children's play and skilfully interacts with them to build on their knowledge and skills. There is a strong focus on helping children to be sociable individuals, who are ready for the next stage of their learning, such as moving on to school.
- The childminder prepares children well for writing when they start school. For example, young children use their small-muscle skills to carefully peel stickers off paper. Pre-school children and toddlers develop their pencil grip and practise mark-making skills when they use pens to colour pictures.
- The childminder supports children's physical health and well-being. She ensures that children have freshly cleaned hands before they eat finger food. Children know to wash their hands after using the bathroom. They enjoy fresh air and exercise in the childminder's garden, on visits to the local village and during their walk to take and collect older children from school.
- The childminder helps children to widen their vocabulary and deepen their understanding. She explains the meaning of words, such as opposites. When children play a puzzle game to identify opposites, they know that young is the opposite of old. Furthermore, the childminder uses questioning techniques well

to help children to recall their prior learning. She respects the children's voice and gives them plenty of time to think and respond to questions. Children are confident communicators.

- The childminder has built strong partnerships with parents. She shares information with them when they drop off and collect their children. However, she does not always work in partnership with other settings children also attend to support continuity in children's learning and development.
- The childminder subtly introduces mathematical learning into children's play. She encourages children to count the puzzle pieces as they pack away a jigsaw. Another example of mathematical learning is when the childminder encourages children to hold a golf ball and a table tennis ball and to identify which is the heaviest.
- Resources are easily accessible to children, so that they can independently choose what they would like to play with. After they have finished playing with the toys, children know that they must put them away in the correct boxes.
- The childminder deals with any minor squabbles sensitively. She helps children to understand how to respond to others, for example, by consistently reinforcing sharing and turn taking. Children behave appropriately for their young age. They play alongside each other well and show a caring attitude towards their friends. For example, when children accidentally slightly hurt their friend, they offer a genuine apology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to safeguard children in her care and help protect them from harm. She is alert to the wide range of abuse that could be prevalent in a child's life. The childminder knows she must inform Ofsted of any new adults who may move into her household. Children play and explore in an environment that is free from hazards. The childminder's home is safe and suitable. The childminder helps children to develop an understanding of how to keep themselves safe. For example, she teaches children to understand why they must walk indoors.

What does the setting need to do to improve?

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

- strengthen links with other settings that children attend to gain a shared understanding of children's needs.

Setting details

Unique reference number	258740
Local authority	Nottinghamshire County Council
Inspection number	10244068
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 May 2022

Information about this early years setting

The childminder registered in 1991 and lives in Cropwell Bishop, Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the areas of the premises used by the children. The childminder talked about children's learning and progress, and how she delivers the curriculum.
- 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 assessed the impact this has on children's learning.
- Documentation was available for inspection, including a relevant paediatric first-aid qualification.

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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