

Childminder report

Inspection date: 9 June 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 at ease in the childminder's home. They form trusting bonds with the childminder, who is very attentive. Children's needs are quickly met by the childminder, and they show that they are emotionally secure in her home. Children understand the childminder's expectations and learn to behave well. They develop their self-esteem, as the childminder praises and celebrates their achievements.

Children learn to make choices in their play and eagerly take part in activities. Babies begin to understand that people are still there, even if they cannot be seen. The childminder hides behind a silk handkerchief, and the children watch her with a smile, laughing as she pulls the scarf away and calls, 'Peekaboo'. She encourages children's concentration as they play.

Children enjoy sharing books with the childminder. They snuggle up on a bean bag and choose stories to read together. Children listen as the childminder reads with expression. Younger children want to turn the pages for themselves and concentrate as they carefully separate the pages of the book. The childminder points at pictures to teach children new vocabulary and encourages them to repeat the word. Children try to copy as the childminder teaches them farm animal names and sounds.

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

- The childminder goes out of her way to ensure that new children transition smoothly into her setting. She offers as many settling-in visits as children need to feel comfortable and uses an 'all about me' form to find out their preferences and routines. This helps new starters feel safe, secure and happy.
- The childminder gets to know the children well. This allows her to plan activities she knows children will enjoy. However, occasionally, activities are too challenging for younger children. As children explore dry cereal, the childminder adds small figures and encourages children to sing songs linked to the figures rather than letting them play freely. Consequently, younger children become distracted and lose focus.
- Overall, the childminder supports children's communication and language well. She includes songs, rhymes and lots of stories in their daily routine and talks to children as they play. However, at times, the childminder introduces language that is too complex for a child's age or level of development. This can limit their learning.
- The childminder promotes healthy lifestyles for children. She works with parents to ensure that children bring nutritional packed lunches. The childminder teaches children which foods are good for them and where they come from. For example, she takes children to her allotment to plant seeds and grow

vegetables. Children learn about oral hygiene and how to brush their teeth. They wash their hands regularly and have good hygiene routines.

- The childminder encourages children to become increasingly independent. Children cut fruit at snack time and clear up their plates after meals. However, in her enthusiasm, the childminder does not always give children enough space to be independent in their play. Children do not always have time to explore freely and develop their ideas.
- The childminder regularly takes children out into the community. For instance, she takes children to a local farm, where she keeps a horse. Children learn how to take care of horses and other animals on the farm. The childminder takes children to a local care home, where children use their social skills to chat with elderly residents. Children develop a sense of the community around them.
- The childminder completes training to develop her practice. She has ambitions to gain a level 3 qualification in early years education. The childminder networks with other childminders to share good practice and ideas. She reflects on her setting and considers how to improve. For example, she now rotates toys so they are not all out at once. The childminder finds that this has had a positive impact on children's play.
- Parents feel that the childminder is supportive and say their children 'have an adventure every day' they are with her. They are grateful for the photos and daily diary the childminder shares with them. These help parents understand what their children are learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her understanding of safeguarding and paediatric first aid up to date. She knows the different types of abuse and their signs and symptoms. The childminder has a good understanding of local safeguarding concerns, including county lines, female genital mutilation and the 'Prevent' duty. She is clear on identifying, monitoring and reporting concerns relating to children's welfare to the relevant agencies. The childminder supervises children closely and monitors sleeping children to ensure their safety. She continually completes robust risk assessments for her home and outings.

What does the setting need to do to improve?

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

- strengthen planning to ensure activities provide an appropriate level of challenge that reflects children's stage of development
- use clear and simple language that is appropriate for children's age and level of development to improve their learning further
- provide more opportunities for young children to play independently to enable

them to explore freely and apply their own thinking skills.

Setting details

Unique reference number	EY465421
Local authority	Nottinghamshire County Council
Inspection number	10280299
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 1
Total number of places	12
Number of children on roll	3
Date of previous inspection	1 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in Kirkby-in-Ashfield, Nottinghamshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector and the childminder evaluated a learning activity together.
- Children happily interacted with the inspector during the inspection.
- Parents shared their views of the childminder 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.

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