

Childminder report

Inspection date: 20 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's setting. The childminder provides activities that are linked to children's interests and next steps in learning. This helps children to be motivated and highly engaged in play. Children learn new vocabulary as the childminder introduces words, such as saying 'reverse' as they move cars backwards and 'crunchy' as children drive their cars through different materials and textures.

Children learn how to keep themselves safe. When children attempt to climb on furniture, the childminder encourages them to consider if this is safe. Children's understanding is supported well, and the childminder provides clear explanations and suggestions. For example, she explains the impact of falling from furniture and suggests places where it is safe to climb, such as on the park.

Children's behaviour is supported exceptionally well by the childminder. She has a strong focus on teaching children to use good manners and to be polite. The childminder is a positive role model. For instance, when children say 'what?', the childminder responds with 'pardon?' and explains that it is kind to use manners. Children develop a sense of pride and increased self-esteem as the childminder uses lots of positive praise to acknowledge their efforts and achievements.

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

- The childminder has acted on the recommendation from her last inspection and involves parents effectively to inform her knowledge of children's starting points. She uses this information and her own assessments to identify what she wants children to learn next. However, when assessing development, the childminder occasionally interrupts play and learning. This is because, at times, the childminder asks too many closed questions while trying to check what children know and can do.
- The childminder helps children to learn how to care for their teeth. She provides model teeth, toothbrushes and toothpaste. Children practise their brushing skills as they try to remove pretend plaque from the model teeth. The childminder supports children's understanding as they talk about the impact of food on teeth. Children know and recall that they need to brush their teeth to keep them clean.
- The childminder uses stories to support children's language development. Children sit comfortably with the childminder as they share a story about a mouse and a bear. Children are engaged in the story and concentrate well. They giggle as the childminder brings the story to life with sounds, such as the wind blowing and the bear snoring. The childminder actively involves children in the story. Children eagerly turn the pages when prompted by the childminder.

- The childminder provides opportunities for children to develop their independence skills. For example, children learn how to safely use a knife to cut their fruit. The childminder expertly shows children how to hold the knife correctly. She encourages children to use a chopping board and uses simple instructions, such as 'chop down'. Children copy the childminder, saying 'chop down' as they cut their strawberry.
- Parents comment warmly about the childminder. They say that children are extremely happy in her care and the childminder is like extended family. Parents appreciate the childminder's friendly and welcoming approach, which makes them feel at ease. The childminder communicates effectively with parents. She regularly updates parents about children's well-being and time at the setting. For example, she sends messages and photos to parents to show how children have settled at the setting.
- The childminder builds on children's knowledge and experiences. For example, she plans outings to the library and museum to help children learn about their local community. Children develop their skills for the future as they experience and learn how to use public transport.
- The childminder is conscientious and passionate about providing the best possible care and education for children. She undertakes research and accesses a range of training relevant to the early years sector. However, professional development is not yet fully aligned to gaps in the childminder's knowledge and skills to make the biggest impact on her practice and the children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear processes for recording and monitoring accidents. She understands and implements safe sleep arrangements for babies and young children. The childminder is vigilant to children's safety while eating and supervises and encourages children effectively to sit to prevent the risk of choking. The childminder carries out risk assessments and implements measures to ensure children's safety when around pets. She maintains a clean, safe and secure environment. The childminder completes regular safeguarding training to know how to identify and report concerns about children's welfare. She knows the importance of and how to support children and families with online safety.

What does the setting need to do to improve?

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

- develop effective and sensitive questioning techniques to help children demonstrate what they know and understand
- reflect more closely on own knowledge, skills and practice to target professional development opportunities and support children's learning to the highest level.

Setting details

Unique reference number	EY431021
Local authority	Nottingham
Inspection number	10235567
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 February 2017

Information about this early years setting

The childminder registered in 2011 and lives in Bestwood, Nottingham. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Mel Walker

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 completed a tour of the home and areas used for childminding.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector observed and evaluated an activity.
- Parents' views were taken into consideration.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.

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 2023