

Childminder report

Inspection date:

21 September 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 enjoy the time they spend with the childminder, her assistant and their friends. The childminder and assistant form close bonds with children, which helps children to feel safe. When visitors come to the setting, the childminder introduces them and explains to the children who they are. Children are confident in the environment and in the company of the childminder and assistant. They engage with visitors happily because they feel secure.

Children demonstrate positive attitudes to learning. They remain engaged and interested in a baking activity for a prolonged period of time. Children first enjoy hearing the familiar story about the gingerbread man. Then they learn how to make gingerbread men. Children learn about the ingredients and the method. The childminder and assistant support children's learning by encouraging them to have a go and giving them time to explore the activity. They adapt their teaching practice to meet children's different ages and stages of development. Some children weigh their ingredients and learn early mathematics and science. Others enjoy a more sensory experience as they feel, smell and taste the dough. Children's small-physical skills are developed as they mix and knead the dough.

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

- The childminder has made progress since her last inspection. She has improved her curriculum by making better use of her observations and assessments of children's learning and development. The childminder plans interesting activities and experiences based on what she knows about the children, their interests and what they need to learn next. She has worked closely with the local authority adviser and has welcomed their support and critique.
- The childminder works in partnership with parents to meet children's individual needs. For example, each month, parents receive an assessment of their child's progress and are asked for their input. This gives an accurate overview of each child's development. The childminder chats with parents each day and they work together to offer a consistent approach, for example when children are potty training. When children need some additional support, the childminder shares resources with parents for children to use at home.
- Children's good health is promoted by the childminder. They eat healthy foods, such as sandwiches, fruits and vegetables. Children learn to wash their hands before eating and after using the toilet, demonstrating good hygiene practices. The childminder takes children out and about in the local area on a daily basis. Children's physical development is supported when they visit a soft-play area, play park, sandpit and pond. Their coordination, balance and core muscles are developed.
- The childminder ensures children have a range of experiences when they are

with her. They visit the local library and museum. They ride on the bus and visit a café. As a result, children's learning is extended and they experience many aspects of the local community.

- The childminder and assistant promote children's communication and language development through singing and reading together. Children hear many words, both that they are familiar with and that are new to them. This helps children's developing listening, understanding and speaking skills. However, during more structured activities, the childminder and assistant do the majority of the speaking and do not always allow children enough time to think and express their views.
- Children's behaviour is generally good. The childminder and assistant encourage positive behaviours, such as using manners and sharing. Children enjoy the praise they receive when they display these positive behaviours. Occasionally however, the childminder asks children to do something or to stop doing something and does not explain the reasons why. This means that children do not always understand why rules are important and do not always listen to the childminder.
- The childminder completes some useful training, for example on how to support children with special educational needs. Her assistant is currently studying for an early years qualification at level 3. This continuous professional development supports their practice. However, there is capacity for both the childminder and her assistant to improve their teaching practice and confidence further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She knows the possible indicators of abuse and neglect. The childminder is clear on the procedures to follow if she has child protection concerns about any of the children in her care. She maintains an accurate record of children's attendance and understands the importance of this. The childminder ensures her home is safe and suitable for young children. She completes effective risk assessments. For example, she knows her dogs can get quite excited so she ensures they have their own area away from the children to reduce risk. The childminder and her assistant supervise children closely to keep them safe.

What does the setting need to do to improve?

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

- improve interactions with children to better support their communication and language development
- consistently support children's behaviour by helping them to follow rules and understand why they are important

- continue to participate in professional development opportunities that support teaching practice and confidence.

Setting details

Unique reference number	EY451394
Local authority	Nottinghamshire County Council
Inspection number	10259057
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 14
Total number of places	12
Number of children on roll	22
Date of previous inspection	28 September 2022

Information about this early years setting

The childminder registered in 2012 and lives in Clipstone Village, Nottinghamshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with an assistant who holds a relevant early years qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Johnson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector interacted with children throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector talked with the childminder and assistant at appropriate times during the inspection and took account of their views.
- 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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