

Childminder report

Inspection date:

7 December 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

The childminder provides a safe and caring environment, which children are happy to explore. She talks to children about their play and supports them to develop a wide range of skills. For example, the childminder demonstrates how to pour, measure, and mix ingredients. She introduces words to the children alongside the activity, such as full and empty. This helps children to develop their hand-to-eye coordination and learn the meaning of new words. The childminder and assistant are positive role models. They teach children to respect their environment and one another. Children are supported to share equipment; they ask each other for a turn and say 'please' and 'thank you'.

The childminder thoughtfully selects children's favourite books for story time and reads enthusiastically. Children listen carefully, join in with repetitive phrases and act out the story. They giggle with excitement as they pretend to hide from the bear. During the story, the childminder talks about holding an adult's hand when near water. This helps children to begin to learn about keeping safe.

The childminder encourages children to keep trying and to do things for themselves. When children find something tricky, she encourages them to persevere. For example, when children ask for help to dress a doll, she holds the fabric together so that children can more easily press the fasteners together. Children concentrate and are proud of their achievements.

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

- The childminder has worked hard to address the actions raised at her previous inspection. She has worked with the local authority to continue her professional development and to support her assistants' knowledge and understanding. She supports her assistants with curriculum planning to ensure that children have the best opportunities to make good progress.
- The childminder makes careful assessments of children's learning and development and uses this information to plan children's next steps. For example, while children enjoy exploring clay, they find it difficult to use tools to shape their models. She then plans other opportunities for children to practise rolling and manipulating malleable material using rolling pins.
- The childminder supports children's communication and language development well. Children join in with songs and stories every day. Children confidently communicate their needs and join in group discussions. The childminder models language clearly, repeating any words that children struggle to say so that they can hear the words pronounced correctly. This supports their developing language.
- The childminder works closely with parents. She knows the children and their

families well. Parents report positively about their children's experiences with the childminder. They appreciate that the childminder provides them with information to support their child's learning at home. Children enjoy taking books home to share with their family.

- The childminder identifies when children have special educational needs and/or disabilities (SEND) and may need additional support. She works together with other professionals, parents and teachers to ensure that learning is relevant. Consequently, these children receive the help that they need to make progress.
- The childminder promotes a healthy lifestyle. Children eat a healthy diet, have continuous access to drinking water. They play outside in the fresh air. Children are learning to do things for themselves. For example, the childminder and her assistants encourage children to wash their hands, help themselves to snack, put on their own coat and tidy away resources. This supports children's growing independence skills.
- The childminder's interactions with children are, on the whole, sensitive and supportive. However, at times, the childminder does not respond to some children. For example, she does not always notice when quieter children attempt to join in during activities. This means, that occasionally, children's learning is not fully supported.
- The childminder and her assistants consistently promote children's physical development. They provide a range of experiences to develop small-muscle strength and large motor skills. For example, children move to music, when they hop and jump. They run and climb outside. Children pour drinks, fasten buttons and enjoy mark making with a wide range of materials.
- When children are struggling to regulate their behaviour, the childminder takes appropriate action to support them. When children become upset, the childminder talks to them and reassures them. This helps children to manage their feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants create a safe and secure environment for the children. They have a good knowledge and understanding of safeguarding. The childminder and her assistants understand the signs and symptoms which may indicate that a child is at risk of harm. They have a clear procedure in place to ensure that concerns are followed up in a timely manner with the relevant professional. The childminder and her assistants know the correct action to take should an allegation be made against them. Both the childminder and her assistants have an up-to-date paediatric first-aid qualification.

What does the setting need to do to improve?

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

- improve responses to quieter children when they attempt to join in activities.

Setting details

Unique reference number	205878
Local authority	Derby
Inspection number	10275792
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 10
Total number of places	12
Number of children on roll	31
Date of previous inspection	6 January 2023

Information about this early years setting

The childminder registered in 2000 and lives in Derby. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is registered to work with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about how her provision is planned and how the curriculum is implemented.
- Children spoke to the inspector during the inspection.
- 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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