

Childminder report

Inspection date:

6 November 2024

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

The experienced childminder provides a calm and safe environment for children. She organises the environment effectively to encourage independent learning. Children confidently move around the rooms to access the resources they would like to play with. They ask the childminder for toys, such as the train track, which they know is stored upstairs. This supports them to be independent and make their own choices.

The childminder knows children's individual personalities and ensures activities are planned with their interests in mind. This helps to motivate and engage children in their play and learning. For example, children develop their small-muscle skills as they make 'worms' out of play dough. The childminder uses this opportunity well and introduces the words long and short. Children compare the lengths of the worms and learn to count how many they have. This helps children to develop mathematical skills.

Children develop positive attitudes and learn to behave well. They listen to the childminder and follow her instructions. For example, children use hand-eye coordination to connect pieces of train tracks and manoeuvre them until they achieve the shape they want. The childminder encourages children to persevere as they work out whether they need to use a curvy or straight piece of track next.

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

- The childminder creates a curriculum that follows children's interests and increases their experiences. She accurately designs activities to support children to develop a broad range of skills to prepare them for school. The childminder supports children's communication and language skills well. For instance, she holds conversations and asks age-appropriate questions. The childminder prompts discussions to help children recall past activities. For example, children talk about a recent trip on the bus to the museum to see some artefacts.
- Children enjoy their activities and remain interested in them for long periods. For example, when the childminder prepares a creative activity, children become highly engaged and explore different materials and tools with interest. The childminder encourages the children to practise key skills, such as cutting with scissors and using cutters to make shapes. The childminder provides children with plenty of praise and encouragement as they try these skills. This helps to boost children's self-esteem and confidence.
- The childminder promotes children's hygiene and health. She teaches them the importance of good personal hygiene routines, such as washing their hands and covering their mouth when they cough or sneeze. The childminder encourages children to develop good self-care skills and extend their independent skills.

They learn to use cutlery themselves and open their yoghurt lids.

- Parents speak highly of the childminder. They comment that they are kept well informed about the daily activities in which their children are engaged. However, the childminder does not encourage parents to share information about children's development and previous experiences to inform her curriculum right from the start.
- The childminder promotes positive relationships with parents. She shares the progress that children are making while in her care. However, the childminder has not yet developed partnerships with other settings children attend. Consequently, information about children's progress and consistency in their care and learning is not fully assured.
- Children enjoy trips out in the local community. They meet up with other children to socialise at the local playgroup. They enjoy regular visits to the library to extend their love of books. The childminder provides opportunities to widen children's physical development as they use the larger equipment at the park.
- The childminder is a good role model for behaviour. She encourages the children to use manners at mealtimes and throughout their play. The childminder is keen for children to learn to respect the toys they play with. She encourages children to tidy the toys they have played with away before getting something else out. This promotes children's understanding of rules and boundaries.
- The childminder understands the importance of continuous professional development opportunities. For example, she recently attended a course on effective environments in the early years. This has helped her change the way she presents children with activities so they can make their own choices.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the information gathered from parents about children's learning, development and experiences to inform the curriculum right from the start
- develop partnerships with other early years settings that children attend and share more information about children's learning and development.

Setting details

Unique reference number	205902
Local authority	Derby
Inspection number	10355277
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 1989 and is located in Mickleover, Derby. The childminding provision operates from 7.30am until 6pm, Monday to Wednesday for early years children, and Monday to Friday for out of school children. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The childminder and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation of an activity together.
- Children spoke to the inspector during the inspection
- Some parents provided written statements about the childminder's service, so the inspector could take into account their views.
- The inspector reviewed a sample of documentation, including the suitability of childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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