

Childminder report

Inspection date: 28 February 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

Children are happy in this friendly childminder's home. The childminder leads a well-established team, working with her assistant. They interact with the children and respond well to their needs. Children are comfortable in the childminder's home and enjoy coming to this safe and secure environment. The childminder and her assistant supervise children as they confidently and safely move around inside and outside, selecting what to play with.

The childminder supports and guides children's physical development well. Children love playing outside and enthusiastically learn to pedal on tricycles up and down the patio with support from the childminder. The assistant demonstrates effectively to children how to catch a ball. The children try this and they are proud of themselves. They shout, 'I've done it,' as they successfully catch the ball. These activities help to develop children's hand-eye coordination as they catch the ball.

Children behave well. They respond to the childminder's gentle guidance and instructions, helping to develop their listening skills. Children eagerly take part in a music session. The childminder introduces musical instruments. The children show their creativity as they bang and shake the instruments, while the childminder instructs them. They thoroughly enjoy this session and sing along to common songs. The childminder joins in with the children and demonstrates how to use the musical instruments.

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

- The childminder knows the children well and builds on what they already know and can do. She plans activities to help develop children's skills and knowledge for their future learning. For example, the children spend long lengths of time manipulating play dough. They squeeze and poke at the dough using their fingers. They use and exercise their small muscles as they squeeze a garlic press to make 'spaghetti hair'. These activities help to strengthen the children's fingers and hands in preparation for holding a pencil, using scissors and opening packets, for example.
- The childminder supports children's interest in books. She ensures books are easily accessible and builds on children's interest as she sits and reads stories to them. Children learn new words as they listen. They help to turn the pages and are supported to recognise and identify familiar characters as they point to the pictures. To extend this interest in books the childminder takes children to the local library.
- Generally, the childminder promotes children's language skills well. She and her assistant get down to the children's level to talk to them and hold conversations. They provide children with a range of new words for them to hear as they play,

such as cocoon when they learn about a hungry caterpillar. However, occasionally, the childminder and her assistant do not ask children questions that support the development of their speech and thinking skills. This results in children often nodding, shaking their head or giving a one-word response.

- Parents comment on the good level of communication they receive each day. The childminder informs parents about their children's progress. She describes what their children have been doing, how they have been, and gives them activity ideas that they can try at home. They say the childminder is caring and offers support to them as a whole family.
- The childminder supports children to develop their independence skills. Children put on their own coats and the childminder encourages them to do up their own zips. Children access the bathroom independently. They eat their food using cutlery with control, and peel off the lids of their yogurts independently. This helps children to start to build up the skills they will need as they move on to school.
- The childminder and her assistant are good role models for behaviour. They are calm and give children verbal praise for their achievements and gentle reminders to use good manners. Children play together nicely and are learning to share. This is evident as they share construction toys and take turns to roll cars down the ramps they have made.
- The childminder reflects on her practice and the learning environment. She is keen to refresh her own and her assistant's knowledge and to learn new things. For example, they have learned sign language which they are using with the children. This has had a positive impact on the way some children now communicate.

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:

- improve questioning techniques further to help children to build on their speaking and thinking skills.

Setting details

Unique reference number	205921
Local authority	Derby
Inspection number	10316740
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	12
Number of children on roll	6
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 1996 and lives in Chaddesden, Derby. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3. The childminder works with an assistant who is a qualified teacher.

Information about this inspection

Inspector

Jan Hughes

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 inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children invited the inspector into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, the assistant and the children and considered the impact these have on children's learning.
- Parents shared their views of the childminder's provision with the inspector through written statements.
- The inspector had a discussion with the childminder about her and the assistant's training and how the childminder evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder and her assistant.

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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