

Childminder report

Inspection date: 18 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment where children demonstrate that they feel incredibly confident and secure. She is highly responsive to children's needs and offers them reassurance and cuddles without hesitation. Children are extremely happy, self-assured and continually interact with each other and the childminder. This is evident from the constant smiles on their faces.

The childminder interacts skilfully with children to support and develop their communication and language skills. For example, she talks to the children about a snail that they found outside, asking them questions about where the snail might live and how they can help the snail to find a new home. All the children join in with the conversation. She uses new words, talking about the 'temperamental camera' that the children are using to take photos of the snail. The childminder helps the children to understand what new words mean, and the children continue to use the word 'temperamental' in their sentences for the rest of the day, developing their range of vocabulary.

The childminder works closely with parents to meet children's care needs and offers advice and support regarding developmental stages, such as toilet training. She recognises the importance of children becoming more independent with their self-help skills before starting nursery or school, and she uses play and the children's interests to support their development.

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

- The childminder actively increases her own knowledge and skills, as well as those of her assistant, by providing a highly effective personal development programme. They have completed all required training, including paediatric first aid. They have also increased their understanding of how children learn and how they can support this. This means they are better able to support children should they sustain an injury or become unwell, and they provide good support for children's learning and development.
- The childminder has developed strong relationships with parents, engaging in open, two-way communication and working collaboratively. For example, she provides daily feedback for parents and regularly talks about next steps for development. She also provides parents with support and guidance needed to promote their children's progress, particularly with their speech and social skills. Parents talk positively about the childminder's support throughout the COVID-19 pandemic and the networks that she developed to ensure relationships were maintained.
- The childminder encourages the children to make decisions about their activities. For example, she talks with the children about what they should put into their

'potions', and they are highly motivated to join in. The children respect each other's ideas and cooperate with each other when choosing the containers to make their potions in. The children identify that the herbs they have grown would make it smell nice. The childminder encourages them to independently smell, touch and collect the herbs that they would like to add into their mixture, and she respects their choices and ideas. The children excitedly share their potions with each other, showing positive attitudes to their play.

- Children benefit from a carefully thought through and stimulating play environment. The childminder considers which activities will engage children and promote their next steps. Children explore the outside environment with magnifying glasses, feeling the different logs, smelling the herbs and looking among the flowers that they have planted, all to find different insects. They watch closely as the insects move slowly up the logs or run across the floor in front of them.
- The childminder supports children's independence well. Children collect their own shoes before they go outside to play. Children attempt to put on their own socks and shoes. When they are stuck, the childminder offers high levels of encouragement through prompting and hands-on support so that the children learn how to put their shoes on independently and develop self-care skills.
- Children have good opportunities to visit places within the community and to explore new areas of interest with the childminder. They attend activities at the library and enjoy participating in rhyming songs to develop their creativity. They borrow books that they find interesting, to develop a love of reading. The childminder uses these opportunities to develop an understanding of their local community, as well as their social-communication skills.
- The childminder understands the importance of developing emotional literacy. She has started to include everyday activities that support children to understand their feelings and the associated language.
- Children enjoy learning through playing with the childminder, the childminder's assistant and their friends. However, some activities do not fully engage the children for extended periods of time, and the children become distracted easily and lose concentration.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant update their safeguarding knowledge frequently through regular training. They have an excellent knowledge and understanding of safeguarding and child protection. They can identify the signs and symptoms that may indicate that a child is at risk of harm, including wider safeguarding concerns such as 'Prevent' duty. They understand their role and responsibility to safeguard children and know who to contact if they have any concerns. The childminder carries out regular risk assessments of the setting, ensuring that the front door is always locked, with keys kept out of reach of children, and a mobile phone is always available so that contact can be made with emergency services and parents in the event of an emergency. This ensures that children in her care are kept safe

from harm.

What does the setting need to do to improve?

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

- develop activities to improve children's concentration skills and maintain their focus for longer periods of time so that there is a greater impact and learning is increased.

Setting details

Unique reference number	205922
Local authority	Derby
Inspection number	10072518
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 1996 and lives in Derby. She operates all year round, from 8.30am until 3.30pm, Monday to Thursday, except for Christmas and bank holidays and family holidays. The childminder holds an early years qualification at level 4. An assistant childminder is also in post. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Whittlesey

Inspection activities

- This was the first inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector and childminder carried out a learning walk to assess the environment.
- The inspector and childminder discussed the quality of education and learning opportunities she provides.
- The inspector observed children playing, talked to the children and tracked their experiences and learning.
- The inspector considered parents' views through face-to-face conversations.
- The inspector sampled documentation, including evidence of suitability and children's records.

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

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E: enquiries@ofsted.gov.uk
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