

Childminder report

Inspection date: 5 June 2023

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 childminder has a warm and nurturing personality. Children have a positive relationship with her and show they feel safe in her care. For example, when younger children become unsettled on the arrival of visitors, the childminder quickly picks them up and provides reassurance and comfort through cuddles and her calming voice. Children soon settle and go off to explore the toy boxes independently.

Children are supported to be independent in their play as the childminder organises resources effectively to ensure that they can make choices about their play and learning. The childminder understands the children's different stages of development and provides resources to support them. For example, younger children enjoy transporting items from one place to another and filling empty boxes. They easily access resources that are linked to their interests and are safe and support their learning. Older children's learning is supported as they access various activities set out by the childminder. They recall previous learning and the books they have enjoyed as they explore resources linked to the story of 'The Very Hungry Caterpillar'. As a result of this careful planning, the children play alongside one another and remain engaged for long lengths of time.

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

- The childminder plans a generally balanced curriculum which focuses on developing children's communication, social and physical skills. She helps children to build on their prior knowledge and skills by gathering in-depth information from children and parents before children start to attend her setting. However, the childminder does not always use her knowledge to precisely identify and plan for individual children's next steps in learning. This means that she is unable to provide tailored support to help close any gaps in children's learning.
- Children learn to be independent in preparation for starting nursery or school. The childminder links closely with the local school. She speaks to staff about the skills children will need for starting school and plans children's activities and experiences around these. For example, she takes children to different groups in the community to support their social and emotional skills. The childminder helps older children to learn to use cutlery and encourages them to put on their coats and shoes.
- The childminder praises children for taking turns and is a good role model. She speaks to children with respect and care. When two children play with a shape sorter, the childminder sits alongside them and encourages other children to join in. Children are encouraged to play together, take turns and help one another.
- Children benefit from plenty of fresh air and exercise to help keep them fit and

healthy. The children love to explore the childminder's large garden. Younger children practise walking on different surfaces, such as grass and concrete paths. They become confident in their abilities and practise going up and down the slide. Older children enjoy ride-on toys, climbing and digging in the sand.

- The childminder talks and interacts well with the children. She has conversations with children as they enjoy activities around the table and in the garden. The childminder introduces new words to the children, such as 'xylophone', 'chrysalis' and 'cocoon'. Children enjoy singing and exploring the song bag the childminder has made. They shake musical instruments in time to the songs they sing. However, the childminder does not consistently model how to pronounce unfamiliar words to support children's speaking skills.
- The childminder has trusting relationships with the families she works with. All children attending the setting are siblings of children who have previously attended or still attend after school. This means that the childminder has worked with the families for several years. Parents say that they are exceptionally happy with the care and learning their children receive. They say that they trust the childminder explicitly and would never consider looking elsewhere. Parents say that they will use the childminder's services for as long as they possibly can.
- Children develop an understanding of early mathematical concepts. For example, the childminder supports them to count and recognise each item counts as one. Children also learn the vocabulary relating to shape and size.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms that indicate a child may be at risk of abuse. She ensures that she keeps her knowledge of safeguarding up to date. The childminder demonstrates a good knowledge of local safeguarding concerns and knows how to make a referral. The childminder ensures that her home is clean and hygienic and takes appropriate steps to prevent the spread of infectious illnesses. She uses risk assessments effectively to help keep children safe from harm. The childminder's home and garden are safe and secure.

What does the setting need to do to improve?

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

- strengthen the modelling of words, using the correct pronunciation, to further build on children's spoken language skills
- use the information gained from children's assessments to identify their next steps and focus more precisely on what each child needs to learn next.

Setting details

Unique reference number	205947
Local authority	Derby
Inspection number	10276612
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 1997 and lives in Alvaston, Derby. She operates during term time from 7am to 5.30pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning and her curriculum.
- The childminder and the inspector discussed the childminder's planning, resources and interactions with the children. They discussed the impact on children's learning, development and progress.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to the children at appropriate times during the inspection. She viewed parents' written feedback and took account of their views.
- A sample of documents were reviewed, including the childminder's paediatric first-aid certificate, safeguarding policies and procedures and evidence of suitability checks.

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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