

Childminder report

Inspection date: 15 September 2021

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 and content in this childminder's home. They arrive and settle quickly. They confidently move from room to room and negotiate the step as they go outside. They run around the garden and choose what they wish to play with from a wide selection of activities. Children make strong attachments to the childminder and her co-childminder. Three-year-old children sit close to the childminder. They listen attentively to stories about a shark in the park. They join in saying phrases and laugh as they look at the pictures.

Children behave well and have an eagerness to learn, play and make new discoveries. Two-year-old children crumble cereal between their fingers. They let the cereal fall out of their hands and laugh as it hits the bottom of the tray. They fill up tubes with the cereal to the top and shout, 'It's full'. They empty the tubes and count how many tubes of cereal fill up the jugs. They use their small-muscle skills and pour the cereal out and start all over again. They look at the different sizes of the jugs and say which one is big or small. Children talk about the cereal and what they eat for breakfast.

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

- The childminder made improvements to her service based on areas for improvement found at her previous inspection. For example, she now makes links with other settings that children attend to assist in the continuity of learning. She completes training to enhance her knowledge of child development and new legislation, for instance, the revised 'Statutory framework for the early years foundation stage'.
- The childminder's observations and knowledge of children help her to support their play. She is clear about children's next steps and what she wants children to learn. The childminder provides a curriculum that follows children's lead in their play. She uses children's interests to plan activities to enhance their learning. For example, so that children can make bigger marks and develop their small-muscle skills, the childminder exchanges small pieces of paper for large ones.
- Partnerships with parents are strong. Parents are very positive about the care the childminder provides. They feel well informed about their children's next steps and what their children do with the childminder. Parents would recommend the childminder to other parents.
- The childminder finds out about the experiences children have at home. She creates opportunities to broaden these experiences to extend their knowledge. For example, children learn about where some animals live as they visit the farm. They further extend their knowledge and look at books about different kinds of animals.

- The childminder teaches children rules to help develop their positive behaviour, for example, she asks children to always sit down while eating and to tidy away toys after playing with them. This supports children to learn about safety and good manners. The childminder praises children to help boost their confidence and self-esteem.
- The childminder supports children to be independent to help their preparation for school and future learning. They follow good hygiene routines. The childminder helps children learn how to stop the spread of germs. Children know they must wash their hands regularly, including after using the toilet and before eating. Children enjoy healthy snacks and plenty of fresh air as they play in the garden. They learn about cleaning their teeth. For example, they squeeze toothpaste onto toothbrushes and clean plastic teeth, brushing up and down and side to side.
- The childminder makes eye contact with babies and provides them with a running commentary to help their understanding and language skills. She asks three-year-old children questions to check their understanding about what they have learned. However, she sometimes asks too many questions for the three-year-old children to support them to listen to the question and respond. As a result, this does not support children's thinking and speaking skills fully.
- The childminder plans group activities. Children are enthusiastic about these activities at the start and eager to join in. Despite this, the activity is too difficult for two-year-old children. They soon lose interest and become disengaged and move away. For example, the two-year old children struggle to recognise their name, do not know the days of the week and cannot talk about the weather,

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her duty to promote children's safety. She knows the action to take if she has a concern about a child's welfare. The childminder completes regular training to keep her knowledge of safeguarding up to date. Her home is safe and secure and appropriate steps are taken to keep children safe. The childminder completes accident records effectively, and parents sign these to say they have been informed. The childminder holds a paediatric first-aid qualification to help her deal with accidents and injuries. Children are supervised well in the home and garden.

What does the setting need to do to improve?

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

- develop the way questions are used, to enable children to listen to the question and respond successfully and to help children develop their speaking and thinking skills

- review arrangements for two-year-old children's learning during group times, to ensure that all children remain engaged and ready to learn.

Setting details

Unique reference number	205978
Local authority	Derby
Inspection number	10206701
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	0 to 9
Total number of places	12
Number of children on roll	16
Date of previous inspection	24 October 2017

Information about this early years setting

The childminder registered in 1995 and lives in Shelton Lock, Derbyshire. The childminder operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and a week at Christmas. The childminder is registered to accept funding for two-, three- and four-year-old children. She works with a co-childminder daily and an assistant on a Thursday.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder completed a learning walk of the childminder's home with the inspector and discussed how she organises and implements her curriculum.
- The inspector and the childminder took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- Children and the co-childminder spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions between the childminder, the co-childminder and the children, and considered the impact these have on children's learning and care.
- Parents spoke to the inspector face to face. The inspector took account of the views of parents.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice. The inspector reviewed relevant documentation, and evidence of the suitability of the childminder and household members.

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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