

Childminder report

Inspection date:

14 September 2023

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

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant have created a homely and welcoming setting, where children show they feel emotionally secure. Children happily accept cuddles and closeness as they sit and listen to stories being read. The childminder provides toys that children enjoy playing with and activities to support children's learning and development. Children show curiosity as they try to work out how to operate a pop-up toy. They carefully watch the childminder's demonstration and then copy by twisting a dial. The childminder helps children to develop their problem-solving skills and teaches them about cause and effect.

Children benefit from one-to-one teaching time with the childminder while their friends play with the childminder's assistant. They become deeply involved in creative play as they paint their hands and make marks on paper. The childminder plans for children to explore paint so they can experiment with colour mixing and strengthen their finger muscles. Children wait patiently for their turn and know they must wear an apron to protect their clothes. When finished, children proudly name their pictures. The childminder boosts children's self-esteem through offering enthusiastic praise.

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

- The childminder's practice has improved. She has completed relevant training to update her knowledge on how to provide a good-quality early years education for children. The childminder has met the actions set at her last inspection. She has ensured that her assistant has also developed their practice.
- The childminder is clear about what she wants children to learn and how she will teach this. She uses effective assessment methods to find out what children can do and successfully supports them to reach age-appropriate learning goals. The childminder works effectively with parents to ensure that children's development also progresses at home.
- The childminder and her assistant use successful strategies to support and shape children's behaviour. They praise children's achievements. This motivates children and helps to sustain their engagement in activities. Children are developing a positive and confident attitude to their learning.
- The childminder and her assistant encourage children to become independent from an early age. For instance, they support children to successfully use cutlery and feed themselves at mealtimes. Parents say their children are starting to get themselves dressed at home. They comment that they have seen progress in their children's self-care abilities since they have been in the childminder's care.
- The childminder ensures that children make constant progress. For example, once children become confident walkers, the childminder plans lots of opportunities for them to learn how to climb up and down steps. She takes

children on longer walks in the community so that they can build their physical stamina and practise using their developing skills.

- The childminder introduces children to new topics in their learning, such as autumn. This gives children knowledge of the changing world around them. However, sometimes, children do not fully understand new concepts because they struggle to recall their prior learning.
- The childminder and her assistant know the importance of supporting children's communication and language development. They respond promptly when children show an interest in books. They sing and chatter throughout their playful interactions with children. However, at snack time, children struggle to see the childminder's mouth movements because she stands above them. In addition, background noise sometimes impairs children's ability to hear clearly.
- The childminder supports children's personal, social and emotional development. Through role play, children learn how to share and play alongside others. The childminder encourages children to make marks on their creative work to represent their names. This promotes children's sense of self, as well as introducing early literacy skills.
- When children first start, the childminder obtains information from parents about their routines and preferences. This helps the childminder to provide tailored care to meet children's individual needs. As a result, children settle quickly and are happy and content.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding responsibilities. They can recognise the signs that might suggest a child is at risk of harm and know the procedure to report their concerns. They keep their knowledge up to date through regularly checking their local safeguarding partnership website. They know what to do if an allegation is made about themselves. The childminder and her assistant have a current and relevant paediatric first-aid qualification. This means they can respond appropriately if a child has an accident. They make sure the premises is a safe and secure place to care for children.

What does the setting need to do to improve?

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

- develop teaching methods further to deepen and reinforce children's understanding of new topics
- adapt the organisation of the learning environment to maximise opportunities to support children's communication and language development.

Setting details

Unique reference number	206011
Local authority	Derby
Inspection number	10259261
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 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	22 September 2022

Information about this early years setting

The childminder registered in 2000. She lives in Littleover, Derby, and works with an assistant. The childminding provision operates Monday to Friday, from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to two parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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