

Childminder report

Inspection date: 23 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a well organised and stimulating learning environment within her home. A wide variety of activities engage and motivate children and help them to learn and develop their skills. The childminder and her assistants have formed warm and nurturing relationships with children. This helps them to settle quickly and gives them reassurance. Children continually show the strength of these positive relationships as they snuggle up to adults during story time and confidently seek assistance when needed. The childminder responds swiftly to children's requests and individual needs. For example, the childminder tells the children what she is preparing for lunch. When children ask for an alternative option, she encourages them to express what they would prefer. Children are involved in decision-making, which helps them to feel valued.

The childminder and her assistants know the children well and interact effectively with them during activities and daily routines. For example, during nappy changing, an assistant uses the time well to promote children's language skills. With the youngest children, she talks and sings, repeating words that encourage them to babble and giggle in reply. This promotes children's early communication skills effectively. The childminder provides a range of equipment to support children's physical development. Younger children pull themselves up and have ample space to crawl and move. Older children enjoy digging in the garden and learn to use climbing and balancing equipment safely. The well-planned curriculum helps all children to achieve and make good progress.

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

- The childminder has addressed the actions raised at the last inspection. She has improved her assistants' knowledge and understanding of safeguarding practices and procedures through further training. Additional staffing means that required ratios are adhered to and children's care and learning needs are met effectively. Required documentation is readily available for inspection. The childminder and her assistants have engaged effectively with an adviser from the local authority to improve their interactions and ensure that the curriculum helps all children to make progress.
- The childminder and her assistants are committed to developing their knowledge and skills through online training opportunities. This helps to embed their understanding of child development and effective practice. The childminder has a secure understanding of how to support and develop children's early language and communication. Her effective interactions with children help them to develop the skills they will need for future success.
- The childminder uses her knowledge of children's interests and developmental needs to plan stimulating and engaging activities. For example, following

discussions and stories about autumn, children enjoy creating pumpkin pictures using dried lentils. They confidently use a range of vocabulary when exploring pumpkins and discuss the smell and texture of the pumpkin seeds and flesh. They accurately use mathematical language to order pumpkins by size, saying, 'This pumpkin is the smallest one.'

- Children show a keen interest in looking at books and listening to stories. They frequently choose a book independently and confidently ask adults to read with them. The childminder recognises opportunities to introduce books to children. However, this is not always successfully delivered as not all children are ready to listen and take part. This means that they do not gain the most from the learning experience.
- The childminder fosters positive relationships with parents. Parents comment that the childminder and her assistants focus their time on being with the children and helping them to develop new skills. Parents recognise the progress that their children are making and value the advice the childminder gives them. Positive partnerships help all children to achieve good outcomes in their learning and development.
- The childminder and her assistants are positive role models. They encourage children to develop good manners. Children consistently say 'please' and 'thank you' when playing with their friends and sitting together at mealtimes. The childminder skilfully supports children to share and take turns. Children show respect and kindness towards one another, giving hugs when they notice their friend is upset.
- Children's health is promoted effectively. The childminder provides nutritious snacks and meals, which children enjoy. Children benefit from daily opportunities to get fresh air and play outside. The childminder ensures that children wear appropriate clothing for the weather conditions. This means that children can fully explore the outdoor environment and delight in jumping and splashing in puddles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of safeguarding procedures. They can recognise possible signs of abuse and know about wider safeguarding concerns, such as county lines and the 'Prevent' duty. They are fully aware that they have a duty of care to protect children, keeping them safe from harm. There are clear procedures in place for reporting any concerns. Children are closely supervised at all times, both indoors and outside. Appropriate registers of attendance are maintained. The home is secure, and daily visual checks ensure that children are safe and protected from potential hazards.

What does the setting need to do to improve?

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

- strengthen the organisation of some activities, such as story time, to support all children to gain the most from the learning opportunities.

Setting details

Unique reference number	206043
Local authority	Derby
Inspection number	10296509
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	18
Number of children on roll	22
Date of previous inspection	11 May 2023

Information about this early years setting

The childminder registered in 2001 and lives in Spondon, Derbyshire. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for the week between Christmas and New Year, and bank holidays and family holidays. The childminder works with assistants. The childminder and one assistant hold a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 childminder talked to the inspector about what she wants children to learn and how she plans her early years foundation stage curriculum.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The children confidently interacted with the inspector during the inspection.
- The childminder and the inspector evaluated an outdoor activity together.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and her assistants.

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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