

# Childminder report

---

Inspection date: 17 May 2024

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## What is it like to attend this early years setting?

### The provision is good

Children show they feel secure in the childminder's home. For example, when they arrive, children confidently run into the childminder's home. They put their arms around the childminder's assistant when they want a cuddle. Children are encouraged to be independent. When they attempt to take off clothing by themselves, the childminder gives them time and instructions about how to do this themselves.

Children are supported to learn how to use tools safely. For instance, as children use knives to cut up fruit, the childminder's assistant guides them to learn how to use them safely. Outdoors, children develop balance and coordination as they play team games with their peers. They learn to kick balls into a net and how to hold their hands out to catch a ball. The childminder reminds children when it is their turn to kick and catch the ball, encouraging positive behaviour. Children are encouraged to have a positive attitude in their play. For instance, when they use shapes to build a tower and it falls, the childminder's assistant says, 'We can build it again.' Children learn about how ice melts. For instance, the childminder shows children how to put ice in their hands and encourages them to watch as water drips from their hands. She explains that the warmth from their hands helps the ice to melt.

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

- The childminder has improved her and her assistant's practice since their last inspection. These improvements include developing a curriculum to support children's developing communication and language skills. For instance, when the childminder reads familiar stories to children, she leaves off the end of sentences for them to finish. The childminder ensures that her assistant asks children a good range of questions to develop their thinking skills.
- The childminder provides children with nutritious meals to promote a healthy diet. Children learn about foods that are good for them. The childminder helps them to understand the benefits different foods have on their teeth. Children help to plant and grow potatoes in the garden. This contributes to their understanding of the world and how food is grown.
- The childminder extends her professional development and that of her assistant. For example, they attend training courses that help them identify how to improve and adapt their interactions with children. This includes recognising when children need time to play alone and when to support and scaffold their learning.
- When children move on to school, the childminder shares information with teachers about their achievements. However, when children also attend other early years settings, she does not share information with staff about their

learning to provide consistency in the support children receive.

- The childminder and her assistant help children learn how to keep themselves safe when they walk in the street. For example, they talk to them about road safety. Children share their knowledge of road safety with visitors, holding up red toys when they say they need to stop and green toys when they need to go.
- Overall, children are supported well with their maths skills. The childminder's assistant helps children to understand language to describe size. For instance, when children make arrangements with shapes, she helps them to identify ones that are big or small. However, the childminder does not always support children to build their existing understanding of counting and numbers. For example, when she asks children to count or recognise numbers, they already know the answer.
- The childminder and her assistant praise the children for their positive behaviour. For instance, they give children a 'high five' to recognise their achievements, such as when they take turns to play a game. This support helps to raise children's self-esteem.
- The childminder develops positive relationships with parents. Parents comment positively about the childminder and her assistant. They explain how their children have grown in confidence and feel settled and comfortable in the environment.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- gather and share information about children's learning with other early years settings children also attend to help promote consistency
- strengthen skills in supporting children to build on their understanding of numbers and counting.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 207317                                                                            |
| <b>Local authority</b>                             | Derbyshire                                                                        |
| <b>Inspection number</b>                           | 10293652                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | 24 April 2023                                                                     |

## Information about this early years setting

The childminder registered in 1996 and lives in Midway, Swadlincote, Derbyshire. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant, and they both hold appropriate level 2 qualifications. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024