

Childminder report

Inspection date: 17 March 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

Children are very settled in the childminder's care. She provides a stimulating and homely environment for them to play and learn. Children have strong bonds with the childminder and her assistant, who are nurturing and manage children's care needs and routines well. For instance, they know when young children are ready for their sleep or need a cuddle for reassurance. Children behave well and learn to take care of the environment, including tidying up toys without being asked. The childminder encourages children to have positive relationships with their peers. For example, when children wake up from their sleep, their friends greet them with a cuddle and smile.

Children have many opportunities to develop their communication and language skills. The childminder and her assistant continuously talk to the children. They speak clearly, repeating words and introducing new ones. This supports children's developing vocabulary. Furthermore, children are encouraged to develop a love of books from an early age. For instance, the children independently choose a book from an open bookcase. They climb onto the childminder's knee and snuggle in to listen to their favourite stories. Children help to turn the pages in the book and listen intensively. Once the story is finished, the childminder talks to the children about what happened. This helps to embed children's understanding of the book.

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

- The childminder and her assistant are positive role models for the children. They teach children good manners, such as saying 'please' and 'thank you' at appropriate times. Children participate in activities where they learn to share and take turns. They are frequently praised by the childminder for their achievements. This builds children's confidence and raises their self-esteem.
- The childminder offers flexible settling-in procedures which are tailored to the individual child. This helps children feel happy, secure and ready to learn when they start. The childminder and her assistant interact well with the children. They encourage them to choose what they want to do and promote their learning. For instance, children show an interest in wooden bricks. As they build towers, the childminder introduces numbers and counts the blocks, and children repeat the numbers. Furthermore, she supports children to take turns placing the blocks on top of each other. However, the curriculum is not always delivered consistently. For example, during some activities, the childminder does not focus on her learning intentions for children. As a result, some children lose interest quickly.
- The childminder and her assistant complete mandatory training such as paediatric first aid and safeguarding. They extend their professional development by completing independent research on child development. They

use this knowledge to bring in new ideas for activities to support children's learning further.

- The childminder seeks information from parents about the experiences children have had before they start. She then builds on these experiences to help them learn about the local community and the wider world. For example, children go to the library to choose books and enjoy the story time sessions. They visit the museum and gallery, where children paint and make models. Additionally, the childminder links with local farmers and children visit the farm to meet the animals and feed the goats.
- Overall, the childminder supports children's health well. She ensures that children are provided with healthy lunch boxes and that they have regular access to fresh air and exercise. However, the childminder does not always support children to follow good hygiene routines. For example, she does not consistently ensure that children wash their hands before eating.
- Parents comment positively about the home-from-home experience their children receive with the childminder. They state the childminder and her assistant ensure children's needs are met and that they truly care about them. The childminder provides parents with regular updates on their child's progress and shares ideas for activities to do at home. This enables parents to extend their children's learning even further.
- The childminder works in partnership with other settings that children attend. Information is routinely shared between the settings to gain an understanding of where children are at in their learning. This two-way flow of information supports a consistent approach to helping children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of how to keep children safe. The childminder ensures she keeps her own and her assistant's safeguarding training and knowledge up to date. They know how to identify potential signs that a child is at risk of abuse or neglect. The childminder and her assistant understand how to report any concerns, including any allegations made against them. They are vigilant and ensure that the premises are safe and secure for children to play. Toys and resources are in good working order and suitable for the ages of children using them.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to ensure all children remain engaged and receive experiences that extend their learning
- improve hygiene routines for children, ensuring all children wash their hands

before meals.

Setting details

Unique reference number	207348
Local authority	Derbyshire
Inspection number	10234317
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	13
Date of previous inspection	9 March 2017

Information about this early years setting

The childminder registered in 1995 and lives in Buxton, Derbyshire. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Kelly Langley

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 inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant.
- The inspector took account of the written views of parents, provided by the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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