

Childminder report

Inspection date: 20 June 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 confident to arrive and enter into the open arms of the childminder. They quickly settle and show that they are familiar with the childminder's home. Children show positive relationships with the childminder. They sit on her knee to look at stories and they giggle when she sings nursery rhymes with them. Children are supported by the childminder to have a sense of responsibility for caring for the environment and toys. For example, they are asked to help tidy toys away in boxes. Children are supported to use good manners. They receive gentle reminders to use the word 'please' when they ask for things.

Children are keen to explore and investigate the toys and resources available to them. The childminder shows young children how to stack bricks to help develop their hand-eye coordination. When the tower of bricks falls down, the childminder encourages children to persevere and to have a positive attitude to learning. For example, she asks them to try again. Children choose age-appropriate books that interest them from the bookshelf. They sit on their favourite chair to look at these with the childminder. Children copy the childminder when she names images on the pages, helping to develop their early speaking skills. Children concentrate and develop a love of books.

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

- The childminder supports children to develop their social skills. For example, she takes them to toddler groups to mix with other children. The childminder takes children to attend coffee mornings in the local community. This provides children with opportunities to see a range of different people and to learn about similarities and differences.
- The childminder shares information with parents about their children's daily activities and what they need to learn next. She works in partnership with parents to support children's learning at home. This includes helping children with their self-care needs, such as to help them to use the toilet. This provides a united approach to supporting children's development.
- Parents comment positively about the childminder and the care and learning she offers their children. They say that children thrive on going to a positive and happy environment. Parents appreciate the warm and welcoming home that the childminder offers.
- Overall, the childminder supports children's early speaking skills well. She uses simple words when she talks to children as she plays alongside them. However, occasionally, the childminder does not help children to understand the correct name of objects they play with. For example, when young children play with 3-D shapes, the childminder calls a cuboid a rectangle.
- The childminder is skilled at maintaining children's focus and attention during

planned activities. For example, when she wants children to learn how to stack blocks and they introduce a doll into the play, she uses the doll to model how to stack the blocks, which children then copy.

- The childminder has rules and boundaries in her home. This helps children to know what is expected of them. These rules include to use good manners and 'gentle hands and feet' and to sit at the table until children have finished eating.
- The childminder helps children to understand how healthy foods are grown. They watch fruit and vegetable plants grow in the garden and have opportunities to taste them when they are ready. This helps children to understand the process from ground to plate. The childminder offers children a range of healthy foods and drinks to promote a healthy diet.
- The childminder completes safeguarding training to refresh her knowledge of how to keep children safe. However, she has not completed professional development to help the children who are currently in her care. For example, she has not extended her knowledge of the different ways that children prefer to learn so she can support their play more effectively.
- When children first start attending, the childminder uses information from parents about children's abilities and interests, along with her own observations, to plan for their development. She uses assessments to help identify any gaps in children's learning so she can help to close these.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean home for children to play in. She uses gates in her garden to stop children accessing certain areas unaccompanied. This helps to promote their safety. The childminder uses age-appropriate equipment to promote children's safety when they sit at tables to eat. She understands the procedure to follow in the event of a critical incident. The childminder knows how to identify if children are being subject to abuse or harm. This includes identifying if children are being exposed to extreme views and radicalisation. She knows where to report concerns about children's safety.

What does the setting need to do to improve?

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

- help children to understand the correct name of objects they play with to support their early language development
- extend professional development to develop knowledge of the different ways that children prefer to learn to support their play more effectively.

Setting details

Unique reference number	207395
Local authority	Derbyshire
Inspection number	10285741
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 October 2017

Information about this early years setting

The childminder registered in 1991 and lives in Chesterfield. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 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 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. 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.

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