

Childminder report

Inspection date: 10 February 2022

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

The provision is good

Children are happy and settled in the childminder's care. They share close bonds with her and happily explore the environment, bringing their favourite toys to show her. When children need reassurance, they climb onto the childminder's knee for a cuddle, and she responds warmly to them.

Children enjoy taking part in sensory activities. With support from the childminder, they concentrate for long periods of time as they scoop and pour dried coloured rice into containers. Children enjoy listening to the sound the rice makes as they sprinkle it into the tray. The childminder talks to them about the different colours, and they repeat these words back to her. She responds by extending these single words further. For example, for the green rice, she says, 'Yes, it is green like the grass'.

Children take part in singing and dancing time each day. They cheer as they hear their favourite songs, excitedly joining in with the actions. Children watch the actions modelled by the childminder as they dance and point to the different parts of their body during songs such as 'Heads, Shoulders, Knees and Toes'. This supports their gross motor skills, such as coordination and balance.

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

- The childminder knows the children in her care well. She can talk confidently about what they can already do, and what she wants them to learn next. The childminder plans a curriculum that supports the skills children will need as they develop. However, on occasions, some children's next steps are not always clear, particularly in relation to their early writing skills.
- The childminder supports children to develop strong communication and language skills. She listens carefully to children and responds immediately, repeating their words back to them. The childminder introduces new words, such as animal names and colours. This extends even the youngest children's language skills and, as a result, they make good progress in this area of their development.
- The childminder adapts the environment regularly to meet children's interests and learning needs. Children benefit from a variety of resources. For example, the childminder provides a wide range of books suitable for younger children to access independently. Younger children are developing a love of books. However, at times, the childminder does not balance the needs of all children in the setting. An example of this is that older children have limited access to paper books, to reduce the risk of pages being torn by younger children.
- The childminder provides a range of familiar and new experiences for children to explore their local community. She plans regular outings to local parks, nature

trails and farms, alongside trips on public transport, such as the train. The childminder recognises the importance of providing these opportunities to children. In particular, she recognises the impact that COVID-19 has had on their wider experiences outside of the home. As a result, children are developing a deeper understanding of the world around them.

- The childminder talks to children about different emotions. She reads stories about feeling happy and sad, modelling comforting language throughout. As a result, children's behaviour is good.
- The childminder understands the importance of building good connections with the local schools and nurseries. Before the COVID-19 restrictions, she attended playgroups, based at these settings, to help children to become familiar with the surroundings and staff. The childminder continues to walk with children to see the school building regularly. She shares relevant information with staff about the children. This helps children to have a smooth transition to their new school or nursery setting.
- The childminder develops strong relationships with parents, speaking to them daily. She shares photographs of children's learning and achievements throughout the day. Parents are kept well informed about their child's progress and next steps in learning. They also speak very highly of the care that the childminder provides and say that they would not change anything about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities in keeping children safe from harm. She attends regular training and development sessions to keep her knowledge of safeguarding issues up to date. The childminder can identify the signs and symptoms that might indicate children are at risk of harm. She knows the appropriate steps to take to protect the children in her setting if she had concerns. The childminder carries out regular checks on the indoor and outdoor environment to identify and minimise any hazards to children.

What does the setting need to do to improve?

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

- continue to strengthen the early writing curriculum by providing children with a variety of activities to support mark making
- ensure that older children can consistently access the resources that they need to maximise their opportunities for learning.

Setting details

Unique reference number	207430
Local authority	Derbyshire
Inspection number	10131194
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder registered in 1996 and lives in Hadfield, Derbyshire. She operates all year round from 8am to 6pm, Monday to Thursday, and 8am to 3pm on Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Emma Gardner

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of persons living in the premises.
- The inspector spoke with parents on the telephone to gather their views 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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