

Childminder report

Inspection date:

17 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home. She builds good relationships with the children and ensures they develop secure attachments, prioritising their emotional development. As a result, children, including those new to the setting, are happy in her care. The childminder has a good knowledge of each child's routines, preferences and stage of development. She finds out about their likes and dislikes from parents when the children start at her setting. This information helps her to support children as they learn to play from their commencement with her.

Children benefit from effective interactions with the childminder. This helps them to grow in confidence and learn to behave well. Children follow the childminder's instructions. For example, children listen as the childminder explains how to build a tower. She shows the younger children what to do and explains how to put one brick on top of the other. The younger children copy the childminder and scream with delight as they knock the tower down. The childminder uses this experience well and encourages the older children to build taller towers and to count as they build. The older children work out how to make the towers taller by placing more bricks at the bottom. This helps them to learn how to solve problems and develops their early mathematical skills.

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

- The childminder provides an interesting curriculum and promotes children's learning. For example, she skilfully encourages and extends children's communication and language skills. For instance, young children are encouraged to try and repeat the words the childminder says and make noises as they play. Older children confidently respond to the childminder's questions as she encourages them to develop their thinking skills. The childminder introduces new vocabulary as she tells the children the fishes in the jigsaw puzzle are 'spikey and colourful'. Children are becoming confident, skilful communicators.
- Children join in with the activities organised by the childminder to support their learning. Older children concentrate and listen well. However, at times, adult-led activities are not adapted well enough to meet the needs of younger children to encourage their participation and extend their learning further.
- Children move between the childminder's rooms and outside when they want to access resources. The childminder has a large selection of toys she sets out for all children to access. However, the quantity of the toys impacts the amount of clear floor space available, particularly outside under the gazebo. This means that the space is restricted, and younger children struggle to extend their physical development as they find it difficult to move around or use the sit-on toys provided.

- The childminder is a good role model for behaviour. She encourages children to play cooperatively and to complete tasks independently. Older children do this well and complete jigsaw puzzles. They relish the praise they receive from the childminder. Younger children love listening to the childminder sing nursery rhymes and songs. They join in using actions and giggle as the childminder sings 'Round and Round the Garden' and tickles them. These interactions help children to develop a positive attitude towards their learning.
- The childminder takes children into the local community to help broaden their learning. For instance, she takes bus rides with children to the library to widen their love of books. Children go for walks in the countryside to help develop their understanding of nature.
- Parents strongly recommend the childminder. They particularly appreciate how happy and engaged their children are in her care. Parents welcome the regular information the childminder shares with them on their children's daily activities and ongoing progress.
- The childminder promotes good hygiene practices. Children learn to wash their hands after they have played outside and before they eat. Older children are confident at managing their own needs and demonstrate their independence skills. For example, they decide where and what they want to play with, make their needs known and practice zipping up their coats.
- The childminder manages her setting well and values feedback from parents. She reflects on the quality of her provision and routinely accesses relevant webinars. She says one of these has helped her to understand other issues linked to safeguarding children. This supports her professional development.

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:

- focus on supporting younger children so that activities and learning opportunities are adapted effectively to meet their learning needs
- review the organisation of the environment and provision of resources to provide space for younger children to extend and enhance their physical development.

Setting details

Unique reference number	207446
Local authority	Derbyshire
Inspection number	10351621
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 1993 and lives in Breaston, Derby. She operates Monday to Friday, from 7am until 6pm, all year round, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The childminder and the inspector completed a learning walk and discussed the early years provision and the aims of the curriculum.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder throughout the inspection and discussed how the setting is managed.
- The inspector took into account the parents' views through written emails.
- The inspector checked the suitability of the childminder and the household members.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024