

Childminder report

Inspection date:

12 November 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

When children arrive at the childminder's home, they show an understanding of the routine that the childminder embeds. Children place their bags in the allocated space and take off their shoes. Children are keen to follow their interests and make independent choices about what they want to play with. Older children take it in turns to kick balls to each other in the garden. Children say that they like playing in the garden with toys and colouring. The childminder holds conversations with children to encourage them to remember past events, such as when children go swimming. Younger children remember wearing arm floats, helping them to think and share their experiences. This results in children confidently holding back-and-forth conversations with the childminder. Children build on their social skills, such as when they play board games with the childminder and their peers. The childminder encourages children to take turns when they play the game and praises them when they do this. Children show patience until it is their go.

Children develop their knowledge of how to be kind to animals. For instance, the childminder talks to children about respecting dogs. She talks to children about only touching dogs if they have the owner's permission. This helps to promote children's safety when they see dogs.

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

- The childminder takes children to places of interest in the community. For example, children go with her to pet shops where they see and develop their knowledge of small animals and what they eat. The childminder takes children to parks to use larger apparatus to support them to be physically active.
- When children show positive behaviour, the childminder praises them. She supports children to be proud of their achievements. For instance, she displays children's drawings to value their artwork. This helps to raise children's self-esteem.
- The childminder offers children nutritious foods that contribute to a healthy diet. She encourages children to try different foods to help expand their diet. Children try cucumber and decide they do not like it. Through games and activities, children are supported by the childminder to understand how to make healthy choices around food.
- When children talk about their visits to dentists, the childminder helps them to understanding how to look after their teeth and to clean them regularly. The childminder talks to children about foods that include sugar and the impact this can have on their teeth. This contributes to children's understanding of oral health.
- The childminder supports children to understand how they can keep themselves

safe. For example, she helps children to understand about road safety and to keep their bodies private. The childminder talks to children about not talking to strangers when they walk in the street and when they access the internet at home.

- Children are keen to choose activities and resources to promote their interests. For example, children use pens to make marks on paper, showing their creative skills when they produce artwork. However, the childminder does not consistently seek information about what all children are learning during their day at school. Therefore, she is not fully able to complement the experiences that all children receive at school.
- The childminder extends her knowledge of how to promote children's safety and health. For example, she completes training courses to help her identify the signs of abuse, how to treat children's minor injuries and to maintain a hygienic environment. This includes reminding children to wash their hands prior to eating, to promote hand-hygiene routines.
- Parents say that they appreciate how the childminder offers children a welcoming, friendly and social environment where children can relax after their day at school.
- The childminder keeps parents informed about their children's experiences in her care. She passes on information to parents from teachers about accidents or incidents that children have at school. This helps to keep parents informed about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	207512
Local authority	Derbyshire
Inspection number	10355392
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	4 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 1994 and lives in Chesterfield. She provides before- and after-school care from Monday to Friday during term time. Sessions are from 7.30am until 9am and from 3.20pm until 6pm. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk of the areas of the home used for minding children.
- The inspector observed activities, indoors and outdoors, and the interactions between the childminder and children.
- Children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder. She reviewed a sample of documentation, such as policies and procedures.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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