

Childminder report

Inspection date:

21 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy coming to the warm and homely environment created by the childminder. They arrive eager to learn and become engrossed in their play, showing high levels of concentration immediately. Children's interests and happiness are the centre of every decision the childminder makes. They have exemplary relationships with the childminder and other children. This helps them to feel safe and supports their emotional development. Children have a deep understanding of the childminder's high behavioural expectations. They are courteous and always say excuse me, please and thank you when sharing resources. Children take toys to their friends and actively share with them from a young age.

Children rapidly develop a wide range of knowledge and skills linked to their play activities and daily routines. They enjoy imaginative play as they pretend to cook eggs in the play kitchen. Children demonstrate their enthusiasm as they listen intently to the childminder and follow complex instructions. This helps children learn how to assess risks and keep safe when cooking. Children discuss with the childminder why eating protein in eggs is good for them, and they are able to ask thought-provoking questions. They embed this learning further as they help to cook scrambled egg for their lunch, using the real cooker with the childminder's support. Children develop their hand muscles as they grip and hold the pan steady as they stir the eggs. They confidently explain what is happening as the eggs get hot and start to cook. Children recall their previous learning, as they remind the childminder that they must be careful as the pan is hot. Children are eager to try things for themselves from a very young age and are praised by the childminder for their extensive independence. They explain when and why they must wash their hands to get rid of germs and are able to independently wash them without support.

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

- The childminder knows the children and their families extremely well. She explains children's unique personalities in great depth. The childminder observes children and closely monitors their progress. She provides targeted support, focusing on what children need to learn next through carefully planned opportunities, positive interactions and an engaging environment. The childminder has a thorough understanding of how best to support children to develop the skills and knowledge needed for the next stage of their learning.
- The childminder is highly ambitious in what she wants children to learn. She plans experiences that expand children's interests and capture their attention. Children are captivated by the childminder as she reads an interactive story about brushing teeth. She encourages children to practise brushing their own

teeth and the play teeth, making sure her expectations for different-aged children are suitably challenging. The childminder develops children's knowledge and thinking skills. She asks well-placed questions and encourages children to share their ideas regarding what is good for their teeth.

- The childminder adapts her interactions to support children's different speaking abilities during play activities. Children practise their physical skills by throwing, catching and reaching for balloons. They laugh and giggle as they pass them to each other. The childminder provides a running commentary for the younger children about what she is doing, repeating key words and using two simple words together. She introduces and explains new vocabulary to older children, such as the balloon being 'translucent' and what this means.
- The childminder makes every moment a learning opportunity and helps children to have a consistently positive attitude to learning. This includes when children are following her high behaviour expectations. She motivates the children through games and uses praise to encourage them to tidy up when they have finished playing. The childminder suggests that children see who can put the different-coloured pom poms away the quickest, counting them and using words like 'shiny' to describe them. Children develop their concentration and determination and clap each other to say well done for trying hard.
- The childminder plans seaside activities based on the beach and sand, to further extend children's knowledge of the world. She talks to children in an age-appropriate manner about difficult concepts. For instance, when a child asks why crabs might have legs missing, she explains they might have been hurt and it is sad, but this also helps to feed the seagulls.
- The childminder undertakes high-quality training to support her own development and has a weekly development focus for herself. She regularly reads updated literature on child development and puts this into practice, such as information regarding 'schema play' for children who like to throw and how she can support them.
- Parents and carers feel well-supported and included in all aspects of their children's care and learning. They say the childminder is the 'Mary Poppins' of childminding and always has ideas how to help and support children, both in her care and at home. Parents explain children cannot wait to arrive in the morning, and the childminder goes above and beyond to support children to thrive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed and broad knowledge of how to keep children safe from risks of harm. She can identify signs and symptoms that may be a cause for concern, and she can explain how and where to report these concerns. The childminder demonstrates a clear understanding of her responsibilities, including checking the environment to ensure it is a safe place for children to play. She ensures suitability checks are carried out for everyone who lives on the premises, and she has a robust visitor procedure in place. The childminder's policies and procedures are up to date, and she refreshes her safeguarding training regularly.

Setting details

Unique reference number	207630
Local authority	Derbyshire
Inspection number	10131197
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 1990 and lives in Glossop, Derbyshire. She operates all year round, from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This is the first routine inspection the childminder has 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 provision.
- The inspector looked at and discussed all areas of the home used for childminding.
- The inspector observed and evaluated the quality of learning during play.
- Discussions took place between the childminder and inspector at convenient times during the inspection.
- The inspector took parents and children's views and comments into consideration.
- The childminder and inspector discussed children's learning and development, including children's interests.
- The inspector and childminder evaluated a joint observation of an activity.
- The inspector sampled a variety of documentation, such as the first-aid certificate, policies and procedures, and evidence of the childminder's suitability.

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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