

Childminder report

Inspection date: 1 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy a welcoming and homely atmosphere created by the childminder. They are completely at ease as they quickly settle into their play, showing they feel safe and secure. They explore, and enjoy, the wide range of learning opportunities available to them each day. For instance, children use textured rollers to make prints in play dough. They talk about the shapes and patterns they make. Children continue to develop their small-hand muscles as they use mark-making equipment, such as paint pens and glue sticks. Children enjoy dancing along to music and explore a range of musical instruments.

Children benefit from daily outdoor adventures. In the garden, they learn to balance and negotiate space on scooters. They develop their physical skills as they climb and navigate challenging obstacles. The childminder involves children in growing vegetables and feeding the chickens. This supports children's understanding of where food comes from and how to care for animals.

Children behave well as the childminder encourages them to use manners, such as saying please and thank you. Children respond well to the high expectations the childminder has of them. For example, children are happy to tidy resources away, wash their hands and work together to achieve a set task.

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

- The childminder has implemented a curriculum that supports children to make good progress in all areas of development. She uses observations and assessment to identify children's next stages of learning. However, the childminder does not always plan challenging enough activities for older children to extend their learning even further.
- Children lead their own play, making choices from the well-resourced setting. However, sometimes the childminder does not extend the children's learning effectively during spontaneous play. For example, when children dance to action songs, she does not support younger children to identify the body parts named in the songs.
- Children attend outdoor forest school sessions. They explore nature, and learn to manage risks as they toast marshmallows on the fire. This helps to broaden their experiences, and learn about the world in which they live.
- Children are beginning to gain an understanding of healthy lifestyles. Children are offered a well-balanced meal daily. During mealtimes, the childminder talks with children about healthy food choices.
- The childminder teaches children early mathematical concepts. For example, she helps children to count out pebbles, supporting them to recognise that each item counts as one. Children also learn the vocabulary of shape and size as they play

with dough.

- Independence is encouraged from an early age. Younger children collect their shoes and coats. Older children wash their hands after the toilet and before eating. Children are encouraged to have a go at tasks, and are praised for their achievements. This support children's confidence and well-being.
- The childminder recognises the importance of introducing children to different cultures. Children celebrate festivals, and national holidays through a range of activities, books, and crafts. For example, children learn about St David's Day as they paint dragons. Children recall how they recently made dragons for Chinese New Year and discuss the similarities and differences.
- Children's speech and language is well supported. The childminder regularly reads to the children and sings songs. She consistently comments on what children are doing or are interested in. This helps to extend children's vocabulary and builds their language effectively.
- Partnerships with parents are good. They receive regular information about children's learning and development. The childminder provides activity packs for parents to continue learning at home. This helps to support children's progress and early education more consistently. Children's day-to-day experiences are shared face to face and electronically. Parents say their children look forward to spending time with the childminder.
- The childminder works closely with another childminder and arranges to meet them to share good practice. She also attends regular online training to keep her knowledge up to date. She builds relationships with other settings that the children attend and effectively shares information with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training to keep her knowledge and skills up to date. She is aware of the signs that may indicate a child is at risk of abuse or harm. The childminder is clear on the procedures to follow should she have a concern about a child's welfare or if an accusation is made about herself or another member of the household. The childminder completes daily safety checks on all areas of the setting to ensure any hazards or risks are removed or minimised. The childminder teaches children how to keep themselves safe. For example, she talks to them about road safety when they go out on walks.

What does the setting need to do to improve?

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

- plan suitably challenging activities for older children to further extend their learning
- make the most of spontaneous learning opportunities, especially during

children's self-chosen play, to help children develop their ideas and extend their learning even further.

Setting details

Unique reference number	207681
Local authority	Derbyshire
Inspection number	10264887
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 June 2017

Information about this early years setting

The childminder registered in 1998 and lives in Swadlincote, Derbyshire. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Charmaine Cayton

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Textphone: 0161 618 8524
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