

Childminder report

Inspection date: 21 June 2023

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

Children have strong bonds with the childminder and confidently explore her home-from-home setting. The childminder supports and encourages children to share toys with each other and to use their manners. For example, she reminds them to say please as they ask for more food at snack time. Older children enjoy being given opportunities to help the childminder with daily tasks. For example, she asks if they would like to help prepare the vegetables for lunch. The childminder shows them how to use tools to chop carrots, and she reminds them to be careful so as not to hurt themselves.

Children show a positive attitude towards their learning, actively engaging in activities that follow their interests. Children make choices of what they wish to play with, and they happily play alongside the childminder. The childminder supports children's communication and language development well. She encourages younger children to copy words she says as she plays with them, praising them as they do. She builds on this by adding more words to create simple sentences. For example, as children show her a car, she says, 'red car'. Children giggle as they hide in a den they have made. The childminder recites parts of a story about a pig and wolf, saying she will 'huff and puff and blow their house down'. Children respond by reciting the rest of the story, sharing their knowledge and enjoyment of the story they know.

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 uses her knowledge of child development and carries out observations on children to gauge what they already know and can do. Next steps are then planned and delivered in activities to support children to make progress.
- Children with additional needs are supported. The childminder and her co-childminder work together and adapt their practice to support their needs, engaging with parents and other professionals when needed.
- The childminder provides a variety of activities, both indoors and outdoors, that cover the seven areas of learning. Children enjoy their time outside. They develop their physical skills as they practise climbing steps to a slide. The childminder teaches children how to throw balls to each other. Children enjoy splashing in water. Younger children smile as the childminder shows them how to use nets to catch toy fish. She encourages them to talk about what colours the fish are and how many they have. Older children confidently count from one to five, telling their friends how many fish they have caught.
- Overall, children behave well. They show respect to the childminder as they listen to and follow instructions they are given. The childminder deals with minor disagreements well, such as when children take toys from each other. However,

she does not always help children to learn about how their behaviour can affect others, such as by giving them opportunities to learn about other people's feelings.

- Children are starting to learn how to become independent. Older children confidently self-serve their own lunch, using tongs to pick up vegetables. Children tell visitors that vegetables are 'healthy', showing an awareness of what foods are good for them. However, on occasion, the childminder does not always provide the same opportunities to younger children to develop these skills. For example, she automatically washes their hands for them after lunch rather than allowing them time to try for themselves.
- The childminder and her co-childminder work well together. They provide constructive feedback on each other's practice, allowing them to reflect on what they do. The childminder ensures that she has all relevant training in place and that this is up to date. The childminder has good links with the local school. The headteacher reports that the childminder is proactive in sharing information with teachers about children's learning and development. This allows teachers to prepare children for a smooth transition to school.
- Parents report that the childminder offers a 'nurturing' environment for their children. The childminder shares with parents what their children are learning about and gives them ideas of how they can carry this on at home. Parents are happy with the healthy, nutritious, home-cooked foods the childminder provides for the children. They say their children's social skills have improved since they started.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse, such as the signs and symptoms of female genital mutilation. She ensures that her knowledge is kept up to date by completing safeguarding training on a regular basis. The childminder has a policy in place that includes the procedures to follow and the professionals to contact if she needs to report concerns about children or adults in the home. She holds a valid paediatric first-aid certificate. The childminder carries out risk assessments of her home to ensure it remains safe for children. This knowledge and practice enables her to keep children safe from potential harm or abuse.

What does the setting need to do to improve?

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

- support children further to learn how their behaviour has an effect on the feelings of others
- give younger children opportunities to help them to further develop their independence.

Setting details

Unique reference number	207720
Local authority	Derbyshire
Inspection number	10285803
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 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	19 October 2017

Information about this early years setting

The childminder registered in 1990 and works with a co-childminder daily. She lives in Linton, Swadlincote, Derbyshire. The childminder offers care Monday to Friday, from 7.15am to 6pm, except for two weeks between Christmas and New Year, family holidays and bank holidays. She receives funding to provide free early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 she ensures it is safe and suitable.
- The childminder spoke to the inspector about the curriculum and children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder on a group activity her co-childminder was delivering.
- The co-childminder spoke to the inspector during the inspection.
- Children spoke to the inspector about what they were doing during the inspection.
- The inspector spoke to several parents during the inspection and read testimonials, taking their views into account.
- 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.

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 2023