

Childminder report

Inspection date:

22 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly in this inviting and welcoming setting. Children show that they feel safe and secure with the nurturing childminder. When they arrive at her home, they follow established routines, such as hanging up their belongings and putting their shoes away tidily. The childminder organises the resources so that children can independently make choices during their day and guide their own learning. She offers new experiences that the children persist to achieve. For example, when children use litter pickers to pick up leaves, they say, 'I can't do it yet' and continue to try. They congratulate each other when they succeed and reward each other with 'high-fives'.

The high-quality interactions between the childminder and the children are delightful. During an outdoor walk, the children make footprints in the mud. They declare that the mud is 'squelchy' and the leaves are 'crunchy', using new words the childminder has introduced them to. This supports children to build broad vocabularies. Children learn about the change of seasons as the childminder talks about the leaves changing colour and falling off the trees. Children develop a good understanding of the world and learn about similarities and differences. The childminder understands how to build on what children already know and can do to help them make progress. The childminder supports children's behaviour well. She gives children lots of praise and encouragement, which supports their self-esteem and confidence. Children develop a positive attitude to learning.

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

- The childminder provides a broad curriculum that considers the children's interests and abilities. She has a good knowledge of child development and uses observations and assessments of children's achievements to identify what they need to learn next. As a result, children make good progress in their learning and development.
- The childminder helps children to learn about keeping themselves safe. During an outdoor walk, they talk about 'prickly' leaves and how they will sting if they touch them. They talk about how eating some types of berries can give you a stomach ache. In addition, the childminder explains the reasons why the children should not stroke dogs without checking if it is safe to do so.
- The childminder places emphasis on children's language and communication development. She incorporates stories and songs into her daily routine. The childminder talks a lot to children and narrates their play. As a result, children speak very well, articulating and expressing themselves clearly.
- The childminder provides children with a range of mathematical learning experiences throughout their day. She counts with them as they collect leaves and points out significant numbers on doors and car number plates while on an

outdoor walk. However, the childminder does not extend this learning so that children can match numbers and quantity. Children are introduced to new shapes, such as a hexagon. However, the childminder does not explain the key properties to help children recognise these shapes again. This means that children do not remember mathematical concepts for future learning.

- Partnerships with parents are good. The childminder gathers comprehensive information regarding what children know and can do before they start attending her setting. She keeps parents well informed of their child's development and progress. These relationships enable open communication and ensure consistency in the approach to learning and behaviour. Parents comment on the childminder's kind, caring and compassionate manner.
- The childminder forms positive links with nearby early years settings and local schools where children attend. She shares information about children's development where appropriate and informs parents of any messages from other professionals. This helps ensure a smooth transition for the children when they move to school.
- The childminder provides healthy and nutritious snacks and meals to promote children's good health. In addition, she provides opportunities to help children to begin to understand the importance of personal hygiene routines. For example, children are encouraged to wash their hands before eating.
- The childminder provides children with a wide variety of experiences. They attend playgroups, local libraries and parks. The childminder and children take trips with other local childminders. These activities provide children with opportunities to socialise with other children and adults and develop their confidence in new environments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy in place. She understands local reporting procedures and completes training to keep her knowledge up to date. The childminder can identify signs that may mean a child is at risk of harm. She knows the procedure to follow in the event of an allegation being made in relation to herself or a household member. The childminder has a good understanding of completing risk assessments in her home and when taking children out into the local community. She undertakes regular fire drills with the children to help ensure a safe evacuation should there be an emergency. The childminder ensures that the setting is safe and secure.

What does the setting need to do to improve?

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

- help children to understand mathematical concepts so that they learn and

remember this information to support their future learning.

Setting details

Unique reference number	207743
Local authority	Derbyshire
Inspection number	10289566
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	3 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 1996 and lives in the area of Swanwick, Derbyshire. She operates term-time only, from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Tracy Hopkins

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 inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.
- The inspector and the childminder discussed how the environment is organised and the curriculum is planned to support children's learning.
- The inspector observed a range of play activities in the childminder's home and on a woodland walk. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.

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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