

Childminder report

Inspection date: 3 January 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children quickly settle and feel at ease in the childminder's warm and welcoming home. Children confidently ask for support and express their own needs as the childminder fosters positive relationships. For example, children enthusiastically ask for activities or resources they would like to use. Children develop positive self-esteem as the childminder listens and responds to their requests. Children's individual needs are met as the childminder takes time to talk to parents when children first start. She finds out about their interests, what they can do and where they need support. This enables her to plan appropriate activities that stimulate and motivate children and help them to make progress in their learning and development.

Children demonstrate positive behaviour. They are encouraged to use good manners and say 'please' and 'thank you' at appropriate times. Children are respectful, and they listen carefully when the childminder gives them instructions. They eagerly help to tidy away toys and games when they are asked. Children are closely supervised at all times, and the childminder helps them to learn how to use tools safely, such as using scissors to snip play dough and knives to cut up fruit. This helps children learn how to keep themselves safe when playing.

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

- The childminder has addressed the actions that were raised at the last inspection. She has undertaken further safeguarding training and has an appropriate awareness of wider safeguarding issues and required reporting procedures. This helps to ensure the safety and well-being of children. The childminder has increased her awareness of the learning and development requirements and plans activities that focus on the prime areas of learning. Information about children's progress and learning is regularly shared with parents. This helps to ensure that all children make good progress.
- The childminder interacts well with children during activities. She talks to children while they are playing and asks questions to support their thinking. For example, when she sees children struggling to position a toy figure, she uses a range of words, such as turn, twist and pull, to help them resolve the issue themselves.
- The childminder plans regular opportunities for children to get fresh air and engage in outdoor physical play. They enjoy playing with toys in the garden and visit local parks to play ball games and use large apparatus, such as swings and slides. This gives children opportunities to practise and develop their gross motor skills.
- The childminder knows children well and provides activities that they enjoy. Children show excitement as they sit at the table, waiting for the play dough

activity. They delight in opening each tub to take the play dough out, recognising and naming the colours as they do so. They select tools to help them dig out the play dough. They use their hands and rolling pins to flatten the dough. Children demonstrate good hand-eye coordination and develop strength in their hands as they press down on cutters.

- The childminder makes good use of her collection of well-known stories to foster children's interest in books and reading. She demonstrates a secure understanding of the learning and skills that children develop as they look at books with her. She supports young children to look at the illustrations and follow the words with her as she reads aloud. However, the childminder is less confident in recognising how planned activities, such as play dough, help to encourage and support children's physical development, in particular their small-muscle skills.
- The childminder supports children's independence skills well. Children move freely between rooms to access different activities, making their own decisions about learning and play. They demonstrate they are aware of their own needs as they indicate to the childminder when they feel hungry or thirsty.
- Parents speak highly of the childminder. They feel reassured that children are cared for in a safe and secure home environment. Parents feel well informed about their children's development and how they can support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has appropriate awareness of child protection and fully understands her responsibility to protect children from harm. She keeps her knowledge of safeguarding issues and procedures up to date through further reading and online training courses. She knows what to do and who to contact should she have concerns regarding a child's safety and welfare. The childminder follows procedures to ensure that children are not exposed to risks online. She carries out effective risk assessments within her home to minimise potential hazards to children. The childminder has completed first-aid training, so is able to deal appropriately with any accidents that may occur.

What does the setting need to do to improve?

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

- develop awareness of the educational programme for physical development to further support children in practising and extending their skills.

Setting details

Unique reference number	207747
Local authority	Derbyshire
Inspection number	10306343
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	2 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 July 2023

Information about this early years setting

The childminder registered in 1999 and lives in Newton, Alfreton. She operates term-time only, from 7am to 4.30pm, Monday to Friday.

Information about this inspection

Inspector
Kate Scheel

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about how she plans her early years foundation stage curriculum.
- The childminder showed the inspector around the areas of her home that are used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector evaluated a creative activity together.
- The inspector observed the interactions between the childminder and the children.
- 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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