

Childminder report

Inspection date: 20 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy exciting activities as the childminder develops her curriculum around the interests and learning needs of all children in her care. Children self-select toys that interest them to develop their own play ideas as toys are stored at children's level, so they are safely accessible. The childminder supports this by adding resources to children's play ideas to ensure that activities are extended to support them to make good progress from their starting points. The childminder has high expectations of children and prepares them for their future learning. Children begin to develop skills of independence, such as washing their own hands. They understand they must wash their hands before eating to keep themselves healthy.

Children behave well and have a positive attitude to learning. For example, they concentrate well as they roll out dough and manipulate cutters. Children further develop their small muscles as they sit on the childminder's knee so that she can support them to thread pipe cleaners around fir cones. Children are curious, and they focus for long periods of time in their own imaginative play when exploring role-play activities, such as making food in the pretend kitchen. The childminder encourages children's social skills. Children happily engage with each other and the childminder, and they ask for their favourite activities, such as singing rhymes together.

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

- The childminder knows the children within her care well and offers them activities that extend their learning and skills. She talks extensively about the progress they have made since starting to attend. The childminder has comprehensive systems in place for monitoring children's development. She carefully tracks their progress to help ensure that there are no gaps in learning and no child falls behind. The childminder has clear next steps for children to achieve to consolidate their learning and provide children with new learning opportunities.
- Children are curious and eager to explore the opportunities that are available to them. For instance, children use magnifying glasses to look at the details of autumn leaves. The childminder encourages children to talk about what they can see and use naming vocabulary to develop their communication and language skills. Children enjoy sharing their own thoughts about what they can see. However, at times when children encounter difficulties, the childminder is too quick to step in and suggest solutions. For example, as children create patterns with autumn leaves, the childminder intervenes to show them what coloured leaf they need next to complete their repeating pattern.
- The childminder promotes healthy lifestyles to children. She provides home-made meals that are nutritious and offer children a variety of tastes and

textures. Children enjoy regular physical activity, including opportunities to develop their large muscles as they balance on an obstacle course in the garden. They enjoy regular walks in the local community and talk about what they can see, such as snails on a garden wall.

- The childminder makes sure her home is extremely inclusive. She collects information that allows her to celebrate with children what is important to each family. The childminder ensures that she knows the families well so that they have continuity in their care and learning. She teaches children to be respectful to each other and encourages them to try new experiences. Children grow in confidence and self-esteem, knowing that they have the childminder's support to be curious and that what they offer to discussions is valued.
- Parents are very complimentary about the childminder and are very happy with the care she provides. They state that their children are treated with care and respect and get excited to visit the childminder. Parents feel that the childminder communicates well with them, helping them to understand their child's development and how they can extend this at home. Parents enjoy the ability to ask the childminder for help and advice, and they feel she is always available to provide support.
- The childminder keeps her knowledge up to date through research and professional development opportunities. She uses training opportunities to make improvements to her provision. For example, she has developed a curiosity corner for children to explore after recently attending training about how children investigate resources that capture their interest, such as old telephones and cause and effect toys.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- allow children opportunities to solve problems independently before providing solutions.

Setting details

Unique reference number	207976
Local authority	Derbyshire
Inspection number	10363856
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	9
Date of previous inspection	14 January 2019

Information about this early years setting

The childminder registered in 1998 and lives in Chesterfield, Derbyshire. She operates all year round, from 7.45am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides places for children in receipt of government funding.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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