

Childminder report

Inspection date: 22 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children show they are happy and confident at the childminder's setting. They select their own activities and resources to play with, asking for help when needed from the childminder. Children show they are proud; they smile and turn back pages they have been colouring to show visitors and the childminder their pictures.

Children show consistently high levels of respect for one another. While children draw at the table, a child begins to speak about their time at the zoo. As they talk to one another, they stop drawing, lift their heads and make eye contact, before responding to one another. Children take turns and share, engaging in activities and playing for long periods of time. Children show high levels of curiosity about the world around them. They find an apple on the floor and begin to talk about the insects inside the apple with the childminder. The children decide to put it in front of the bug house for the bugs to all have a 'big feast'.

Children develop high levels of respect for their local communities, people and families beyond their own. For example, children engage in fundraising activities within the local community to support the redevelopment of their local park.

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

- The childminder has a strong knowledge of child development, which feeds into her sequences for children's learning. She uses this knowledge to provide activities that support all children's learning across the early years foundation stage.
- The childminder has built strong and positive relationships with children. Children show this bond with the childminder as they climb up onto her knee for a story. They snuggle in and sit calmly and comfortably while the childminder reads.
- Parents share that they are really happy with the childminder. They add that she is an extension of their family and has supported their children to become confident individuals. Parents detail that they have 'great' communication with the childminder. For example, the childminder shares general information about their children's day. She also shares what children are working towards or any new learning children have been exposed to while they are with her.
- Children are supported to become independent. The childminder models handwashing and drying. Children are keen to have a go. They take themselves to the toilet, then wash their hands and dry them. Children pour their own drinks and put their own shoes on to go outside. The childminder is available to help if needed.
- Children develop an understanding of the world around them. They plant, water and look after tomatoes and cucumbers. Children harvest what they have

grown, and taste them. Children begin to understand life cycles and that birds need to eat. They make bird feeders using fat, seeds and cereals to hang outside.

- Children's physical development is promoted well. Children experience pouring and tipping items into the mud kitchen outside. They use knives to cut up items and spoons to mix. Children walk to local parks and practise running and moving in different ways.
- The childminder promotes the overall health of children. She gives clear and consistent messages about what keeps children healthy and what is unhealthy, with food and oral health, for example. The childminder talks about the foods children eat at snack time to keep them healthy. She introduces children to foods that can neutralise acid on their teeth, such as cheese.
- The childminder is reflective and develops her practice through research and training. She has identified areas that she would like to improve. For example, she adapts her resources to enhance the natural items she has available inside. She shares that this supports her curriculum focus of 'the world' and enables younger children to become more curious.
- Children are introduced to new vocabulary by the childminder. Generally, children are supported to use this vocabulary and practise new words. However, this is not consistent. For example, in the garden, the childminder introduces children to a range of new flower names. Children go to play with the different flowers. They enjoy mixing and filling containers with them, but are not prompted to recall the flower names again in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to keep children safe. She is able to share her understanding of the signs and symptoms of abuse. She is aware it is her responsibility to ensure children are safe and knows processes to make referrals to support families or reduce the risk of further harm. The childminder develops and updates her knowledge through ongoing reading and training. The childminder ensures the suitability of anyone living in the house, through appropriate checks. She is clear about processes she needs to follow if an allegation is made about anyone in the household. The childminder risk assesses effectively and ensures all areas are safe for children to access.

What does the setting need to do to improve?

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

- use new vocabulary consistently with children as they take part in activities to help them to embed the words into their everyday speech.

Setting details

Unique reference number	208025
Local authority	Derbyshire
Inspection number	10131199
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 June 2015

Information about this early years setting

The childminder registered in 1990 and lives in Chesterfield. They operate all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers before- and after-school club sessions as well as two-, three- and four-year old funded sessions.

Information about this inspection

Inspector

Alice Anders

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children. They discussed the impact of the curriculum on children's learning.
- Parents shared their views 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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