

# Childminder report

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Inspection date: 21 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are content and feel secure in the childminder's inviting environment. They build strong bonds with the nurturing childminder, who knows what she wants children to learn next. Children demonstrate positive behaviours. They learn to use good manners and respect one another and their favourite resources. They listen well and follow simple instructions from the childminder during their play.

The childminder knows what children are interested in playing with and makes sure resources are available to facilitate their chosen play. Children become confident and independent learners. They are eager to explore their environment and choose what they would like to play with. Children display great concentration and enjoyment during activities, for example, as they learn to use nets to catch bubbles from the bubble machine in the childminder's garden. The childminder's curriculum meets the needs of the individual children she cares for. Young children are confident to explore the activities she has provided for them. They demonstrate confidence as they test which car goes the fastest down drain pipes. Children delight in observing their friends take a turn and peer underneath inquisitively to see where the cars have gone. They repeat this several times, showing good concentration.

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

- The childminder establishes secure and trusting relationships with children to help them to settle quickly and happily into the setting. She gets to know their personalities well and understands what makes them happy. The childminder sequences her curriculum to build on what children already know and can do and plans activities she knows children will be interested in.
- The childminder interacts with children as they enjoy their self-chosen play. For example, the childminder talks about their birthday celebrations as they model birthday cakes with play dough. However, on occasion, the childminder uses questions that do not require children to think about the answers they verbalise. For example, the childminder asks children the colour of the dough they are using and if they like cake. This limits children's opportunity to offer their own ideas and use their emerging communication and language skills.
- Children are becoming increasingly independent in managing their self-care needs. They learn to attend to their toileting needs and wash their hands confidently without support. Children learn about the importance of a healthy lifestyle. The childminder talks to children about different fruits and berries they have for snack and how these types of foods support healthy eating.
- Children demonstrate consistently positive attitudes as they play. They are motivated to join in with all learning experiences. Children are particularly imaginative and enjoy role play. The childminder supports children to extend

their learning as they use the till to buy groceries from the pretend shop.

- Partnerships with parents are positive. The childminder provides daily updates about the care their children have received and the activities in which they have participated. However, the childminder does not consistently involve parents as fully as possible in their children's learning. For instance, she does not make sure all parents have a clear understanding about what their children need to learn next.
- The childminder supports children to develop an understanding of their local community. Children benefit from walks to the local park. The childminder encourages children to learn about the changing environment around them and discusses the different seasons. For example, children enjoy using binoculars to look for signs of autumn. She encourages children to count the conkers and cones to develop their mathematical skills and find the correct numeral to represent the number they have counted.
- The childminder values her professional development and reflects on the provision that she offers. She accesses a range of professional development opportunities to improve her practice, including how she can use teddy bears to support children's transition to school and other settings. The childminder has liaised with her local school to embed this practice for the benefit of the children moving to school.

## 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:**

- refine questioning techniques to an even higher level to support children's skills in listening and responding to questions in greater detail
- improve partnership working with parents to share effectively what children need to learn next and how they extend children's learning at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 208053                                                                            |
| <b>Local authority</b>                             | Derbyshire                                                                        |
| <b>Inspection number</b>                           | 10355240                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 22 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 1998 and lives in Pilsley, Derbyshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

## 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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