

Childminder report

Inspection date: 11 August 2022 - 8 September 2022

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 are happy with this warm, caring childminder. They are excited to be with the childminder, calling out to her and smiling as they arrive. Children demonstrate a positive attitude to learning as they explore the activities that are on offer. They benefit from a range of opportunities to develop physical skills that the childminder plans from their individual next steps. Younger children demonstrate their developing concentration and small muscle-skills as they carefully place beads on a bead frame. They show excitement as they roll and throw hoops, chase and retrieve them.

Children show delight as they learn to catch a ball. The childminder encourages them to persevere, as she shows them how to hold two hands out in front of them, then celebrates with them when a successful catch is achieved. Children's behaviour is good. Older children act as role models when they play with younger children. They invite younger children to join them to play in the tent. Older children speak kindly to their friends and support younger children as they attempt to negotiate the tent door. The childminder recognises when children become tired, offering them their comforter and providing cuddles to help them drop off to sleep.

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

- Children are learning to be polite and well-mannered. The childminder is a good role model. She encourages children to say 'please' and 'thank you', gently reminding them and offering praise when they do remember. The childminder is on hand to help children to negotiate minor conflicts. She encourages them to share toys as she reassures them that they will have more fun if they work together.
- The childminder provided children and families with significant levels of support through the COVID-19 pandemic. She maintained relationships with children who were unable to attend and regularly shared photos and called children for video chats. Activities were thoughtfully planned for key worker's children, to help them understand the changes they were experiencing. Local schools praised the efforts the childminder made to home-school the children in her care during lockdown. This has helped to keep disruption to children's education to a minimum.
- Parents speak fondly of the childminder. They feel communication is excellent. The childminder provides verbal feedback each day, and shares children's 'wow' moments via photos. She works in partnership with parents to ensure children's learning is further supported at home.
- The childminder supports children to develop a love of books. Young children snuggle into the childminder for a story, pointing to familiar pictures in their favourite books. Children giggle as they tease the childminder, asking 'What's

that?' They then reply to their own question, 'It's a dog.' Older children take books into the garden and sit in cool, shaded spots where they enjoy reading quietly.

- The childminder has a well-sequenced approach to teaching children. She carefully plans activities to ensure there are adequate resources for all children present. She understands what she wants children to learn. Younger children are provided with a range of activities, such as bead threading and peg boards, to enhance their fine-muscle skills. These activities are built on over time, to help children develop the control and skill they will need for early mark making and eventually writing.
- Children develop an understanding of healthy lifestyles, and enjoy learning about the importance of oral hygiene. They chat with the childminder about ways to keep their teeth healthy, as they explore models of teeth and toothbrushes. They confidently wash their own hands before meals and after playing outdoors. The childminder ensures that children are carefully supervised as they eat their snacks and lunch. She takes care to prepare food in line with food safety guidelines.
- Children are excited to learn about the world around them. They learn about where food comes from and develop a positive attitude to healthy eating as they plant and grow vegetables. Children delight in showing visitors the vegetables they have recently grown. They jump up and down with excitement as they are told they will have home-grown cucumbers for lunch.
- Overall, the childminder supports children's communication and language well. As children play, she provides a clear running commentary regarding their activities. The childminder engages children in general conversations and listens carefully to what they have to say. However, on occasions, she does not always ask children questions to further encourage their thinking, or help them build on their existing knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of child abuse. She understands the procedures to follow should she need to report a concern about a child. The childminder is confident in her knowledge of how to report an allegation about herself or member of her family. She has an up-to-date understanding of how child protection is changing in modern Britain. For example, she helps children to understand potential online dangers and how to stay safe when using the internet. The childminder ensures that her home is a safe environment where children can play. She carries out risk assessments and takes steps to minimise hazards.

What does the setting need to do to improve?

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

- strengthen the use of questions to encourage children to think and further build on their existing knowledge.

Setting details

Unique reference number	208125
Local authority	Derbyshire
Inspection number	10062478
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder registered in 2000. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualifications at level 3.

Information about this inspection

Inspectors

Lorraine Smitham
Sarah Gilpin

Inspection activities

- This was the first routine inspection the nursery 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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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