

Childminder report

Inspection date: 26 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children of all ages work well together to share resources and demonstrate they enjoy each other's company. For example, children sit together to construct towers. Older children support their younger friends as they pass them blocks. They recognise one another's achievements as they join in clapping to celebrate the buildings they have made. Children enjoy singing and share stories with the childminder as part of their daily routine. They often make up their own songs as they develop their imagination. For example, younger children safely stomp around the room pretending to be dinosaurs and sing words to describe their actions.

Children are beginning to become independent as the childminder encourages them to wash their hands and tidy away their toys ready for snack. All children are expected to behave well. Older children act as good role models for the younger ones. They show younger children how to sit and listen during group time. Children take turns to answer questions and listen to what others have to say. This enables children to build on their communication skills and develops their self-assurance when holding conversations with others. Children learn to value one another and demonstrate their lovely manners as they say 'please' and 'thank you'. They are confident to ask the childminder for a drink or to play with something different. Children are eager to try new planned activities, but also have opportunities to follow their own interests. This enables children to make good progress in their learning.

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

- The childminder and her assistant work well together. They create an inclusive environment which supports children with special educational needs and/or disabilities. Care is taken to ensure all children feel included and time is prioritised to work on each child's individual targets. This maximises opportunities for all children's development. The childminder also works closely with other agencies, such as the health visitor, and other settings, to ensure children's needs are met in preparation for the next stages of learning.
- The childminder offers care to a range of children with differing ages. She ensures she spends time with all children. For example, her assistant plays alongside older children, constructing buildings with blocks, while the childminder supports the younger children in their sensory play. This enables individual children to access more targeted learning for their own stage of development.
- A good balance of adult-directed and independent activities are provided. However, during planned activities for younger children, it is not always clear what skills individual children are practising, or what the childminder wants them to learn next. This means, during these activities, younger children are not

encouraged to make as much progress as possible in their learning.

- Children show good levels of attention and interest in their play. They are eager to play together and 'cheer' as they are invited to try new things. For example, the childminder supports children to make their own play dough. Children count the number of scoops of flour needed and take turns to mix ingredients. Children concentrate well and listen carefully to instructions given by the childminder. Children say 'wow' and clap in excitement as the dough comes together. They confidently handle small tools to cut and roll out the dough.
- Children enjoy joining in group activities as part of their daily routines. For example, the childminder plans activities to support children's understanding of the world around them. Children regularly sing songs and join in with familiar actions to learn about the days of the week. They become familiar with the features of the weather as they use pretend binoculars to observe outside, and then record what they see on a chart. However, some activities are not always planned in enough detail to help individual children build further on what they already know and can do.
- Children receive love and are offered regular praise for their efforts and contributions to conversations. For example, the childminder encourages children to ask questions when learning about dinosaurs. They practise repeating words such as 'pterodactyl' during their play. This helps children feel valued, and supports their understanding and use of new words.
- Children are learning to talk about their feelings. They seek reassurance from the childminder and her assistant and ask for help to solve problems and resolve minor conflicts. For example, children ask for support in turn taking with the remote control for switching lights on and off. Children are encouraged to think about how their behaviour affects others and are supported to make good choices. This builds children's self-esteem and confidence.
- The childminder helps children to keep themselves safe by talking with them about only viewing programmes that are age-appropriate. However, the childminder has not yet given careful consideration to further helping children to learn about the potential risks when accessing the internet.
- Parents feel their children are happy and progress well as they enjoy coming to the setting and talk fondly about their experiences. They feel the childminder informs them about how to support their children with their learning. The childminder identifies that children do not have much time to do crafts and messy play at home. She, therefore, provides opportunities to create using paints and glitter, to support learning about festivals. This helps give children new experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a good knowledge and understanding of safeguarding. They know how to recognise signs and symptoms of abuse and when a child may be at risk from harm. The childminder is aware of wider safeguarding issues. She knows where to report concerns about children's

welfare. The childminder understands how to report any potential allegations and has clear written policies and procedures in place to underpin her practice. She works closely with other agencies, such as health visitors, to meet the needs of individual children. Information is obtained from parents about their own child's dietary and medical needs. This helps to ensure children are safely cared for and their good health is promoted.

What does the setting need to do to improve?

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

- further extend learning for individual children during group activities to enable them to make even more progress
- plan more activities which have a clear learning intention for younger children
- explore ways of helping children to develop their knowledge of the potential risks when they use technical devices to access the internet.

Setting details

Unique reference number	2514910
Local authority	Derbyshire
Inspection number	10207876
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Woodville, Derbyshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant both hold a childcare qualification at level 3. The childminder receives early years funding for three-year-old children.

Information about this inspection

Inspector

Donna Edwards

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wanted the children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistant.

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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