

Childminder report

Inspection date: 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and make choices about what they want to play with as they move around the childminder's home. They negotiate the steps to go outside and demonstrate good physical skills as they run around the garden. Two-and-a-half-year-old children climb the slide and work out how to come down without additional support from the childminder.

Children learn how to be curious and investigate, as they explore which objects will float and sink. They shout, 'It floats', as the stick stays on the top of the water. This inspires children to see what other objects float and sink. Children are provided with opportunities to develop their small-muscle skills and mathematical language. They fill up containers with water, and the childminder talks to them about these being 'full' and 'empty'.

Children show high levels of engagement and positive attitudes towards their learning through effective support from the childminder. They play well together and build friendships. For example, as children play with a toy farm, two-and-a-half-year-olds help their one-year-old friends to place the cows inside the fence. As children pick up the farm animals, they talk about, and enjoy recreating, their own experiences of visits to the farm. Children sort the animals into categories and count how many cows and pigs they have. They giggle together as they sing songs about sheep. Children share well and help to tidy toys away as they finish playing.

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

- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, since her registration, she has changed the way she plans for children's learning. She now follows children's interests and understands how children learn through their play. The childminder provides opportunities to help children achieve their next steps. For example, she provides paintbrushes in the water play to enable children to learn how to use and manipulate tools. Children enjoy using the brushes and paint logs and fences. This helps to strengthen their wrists in readiness for holding a pencil, later in their learning.
- Children are developing a love of books. One-year-old children enjoy having cuddles as they listen to stories. Two-and-a-half-year-old children show delight as they follow the story and count the farm animals. They turn the pages and smile as they see the tractor on the next page.
- Partnerships with parents are strong. The childminder keeps parents up to date about their children's learning. She talks to parents about their children's next steps and sends them photos of their achievements. Parents comment that the childminder is 'caring and kind' and has a 'very good bond' with their children.
- The childminder finds out about the experiences children have at home from

discussions with their parents. She creates opportunities to broaden children's knowledge. For example, children learn about their community as they go on walks around the village. They visit the local shop to buy their fruit and go on bus rides that help them understand about the world around them.

- The childminder provides hygienic routines for children to follow, along with healthy foods and water to drink. This promotes their good health. The childminder supports children to develop their growing independence skills. She encourages them to put on their own shoes before going outdoors and to wash their hands before eating. Children feed themselves and are polite, saying 'please' and 'thank you' at mealtimes. This helps children's future learning and readiness for school.
- The childminder encourages positive behaviour. Children take turns and learn to wait patiently for their go, for example as they play with the toy toaster. They listen to the childminder's instructions as she explains how to turn the switch. Children turn the switch and wait to see what happens next. As the toaster makes a noise, they shout, 'I've done it', and show how proud they are of this achievement. Children scream with laughter as the toast jumps out of the toaster.
- The childminder supports children's language and communication skills. She speaks clearly and holds conversations with children. The childminder introduces new words into conversations to help extend children's vocabulary. For example, she describes the water as 'splashing' and 'splashing' as it falls into the tray. However, at times, she asks too many questions in one go and does not leave children enough time to think about and respond to the questions. As a result, the childminder is not fully supporting children's speaking or thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has a concern or if an allegation is made against her or her family. She completes regular training to keep her knowledge of safeguarding up to date. The childminder holds a paediatric first-aid certificate, to help her respond appropriately should an accident occur to children in her care. She supervises children well and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- improve questioning techniques and give children more time to think and respond to questions to help them to build on their speaking and thinking skills.

Setting details

Unique reference number	2519477
Local authority	Derby
Inspection number	10207986
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Spondon, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, a week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take their views into account.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documents and evidence of her suitability.

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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