

Childminder report

Inspection date: 1 December 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 share close bonds with the childminder. They play happily alongside her and confidently communicate their ideas. For instance, when playing with the dolls, children talk to the childminder about their different features, such as eye colour. The childminder gets down to children's level and they look at her eyes to decide what colour they are. This shows they are comfortable in her care.

Children enjoy a rich indoor and outdoor environment. They are provided with activities that are linked to their interests and, as a result, they keenly explore their surroundings. For example, younger children enjoy playing with different-sized toy cars and smile as they push them around the garden and inside, and older children play in the role play kitchen and prepare and serve food to adults and describe the flavours of the ice cream, such as 'strawberry' and 'lemon'.

Children's behaviour is good. They share toys without being prompted by the childminder, and older children involve younger children in their play. For example, an older child carefully builds a tower of coloured tiles and moves it onto a low-level table so that a younger child can knock it down. This demonstrates good relationships among the children in the setting.

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

- The childminder carefully plans her curriculum. She knows what the children can already do and what she wants them to learn next. The childminder plays alongside the children and extends their learning by asking questions and gently making suggestions about what they can do next. However, this is not always consistent and, at times, the childminder does not extend children's spontaneous learning further.
- The childminder recognises the importance of developing children's fine-motor skills and provides lots of opportunities, inside and outside, for them to practise this skill. For instance, during indoor play, children use different-sized pens to make marks on an easel and copy different shapes. Outside, older children use marker pens to make marks on stones and then laugh as they scrub the stones clean with soapy water and brushes.
- The childminder supports children's communication and language development well. During activities, such as 'What's in the bag?', children excitedly join in singing the theme tune and name the items in the bag and sing a nursery rhyme or song linked to the item they have chosen. The childminder also sensitively models the correct language to children. For example, when a child exclaims that they have chosen a 'kitty' from the bag, the childminder says, 'Yes, it is a kitten and it is very soft.' This supports children to learn new vocabulary and builds on their communication skills.

- Children develop independence skills. For example, children choose where they would like to sit for meals and singing time. They also choose which pieces of fruit they would like at snack time. However, opportunities for older children to develop their self-care skills are sometimes missed. For example, the childminder zips up children's coats and puts their shoes on for them, rather than teaching children to do this for themselves.
- Children take part in daily outings in their community. They enjoy plenty of exercise, fresh air and space to explore safely during their walks in the park and through the forest. This helps to enrich children's lives and further develops their understanding of the world around them. The childminder also plans regular outings with other local childminders to help develop children's social skills and friendships even further.
- The childminder has completed all mandatory training, which supports her to promote children's safety and welfare. She also enjoys completing relevant training courses to further her own professional development. She identifies future training, such as the importance of learning through play and how to best support children's speech and language needs, that will help to benefit her practice and the learning experiences of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She recognises the signs and symptoms of the main types of abuse and knows what steps to take to protect the children in the setting. She accesses updates from the local authority to ensure her own knowledge of changes to the safeguarding requirements is up to date. The childminder carries out regular checks of the environment to ensure it is safe and removes any damaged equipment to ensure children's safety at all times.

What does the setting need to do to improve?

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

- develop skills and knowledge further to identify all opportunities to extend children's learning and act upon them
- provide more opportunities for the older children to practise their self-care skills to help increase their independence.

Setting details

Unique reference number	2521397
Local authority	Derbyshire
Inspection number	10208077
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Clowne, Derbyshire. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Gardner

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how the childminder organises and implements her curriculum.
- The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- 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 childminder showed the inspector a range of documentation, including documents related to her suitability.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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