

Childminder report

Inspection date: 14 October 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 settle in this welcoming childminder's home. They have a close relationship with the childminder and snuggle close to her as they play, responding to her requests, such as tidying away the toys. Children move around the rooms and outside, choosing what they wish to play with. They relish being outside and ride sit-on toys skilfully up and down the garden and climb the slide safely. They scream with delight as the childminder puts the bubble machine on. They run around the garden and jump, trying to catch the bubbles, smiling and demonstrating good physical skills. Children shout 'pop' as they stamp on bubbles and watch with excitement as bubbles glide into the sky.

Children have a positive attitude to their learning and are eager to take part in the activities the childminder plans. They highly engage themselves in painting. Two-year-old children dab paint and make marks, using their small-muscle skills. They make handprints with enthusiasm and explore the texture of the paint. Three-year-old children show good control of the paintbrush and draw lines and circles. The childminder encourages children to recognise the colours they are painting. She supports them to count the dots they make and draw squares. She praises their efforts and asks three-year-old children if they can write their name, which they try to do.

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

- The childminder follows children's interests and lets them explore the environment. She observes children as they play and completes accurate assessments of their learning. She plans for children's future learning through their play. For example, to help the children to develop their counting skills, she provides bricks, so children can make towers and count while they place the bricks one on top of the other. This also helps their hand-eye coordination and small-muscle skills, in preparation for holding a pencil.
- The childminder works closely with parents and gathers information about routines and starting points of their children. She sends photos and comments to parents, so they know what their children are learning and doing. However, partnerships with other settings children attend are not so strong. The childminder does not exchange information about children's care or education with these settings. She does not find out what children are learning elsewhere so that she is able to complement this in her home.
- The childminder finds out about children's home experiences and broadens these. For example, children who do not have pets at home learn to care for the childminder's cat, by helping to give the cat some food. In addition, the childminder takes children to woodlands. This is so the children can experience exploring mud and learning about nature.

- The childminder promotes children's independence and self-help skills. Children put their shoes on themselves and try to put their outside suits on with support from the childminder. They wash their hands after painting and before lunch. They are feeding themselves and use cutlery well as they eat healthy pasta for lunch.
- Children behave well. The childminder encourages children to share and negotiates with them positively if they have a dispute. For example, children decide they want to play with the same car. The childminder gets down to their level and talks to them about sharing and in a calm voice offers the children different cars to play with. This makes the children happy who continue with their play, rolling the cars up and down the ramp.
- The childminder supports children's communication and language skills. She repeats phrases for two-year-old children to hear to help their understanding of words. She engages children in meaningful conversations and shows a genuine interest in what they have to say. However, she does not model the correct way to say words when children pronounce them incorrectly. This means the childminder is not fully helping to improve children's speaking skills.
- The childminder is proactive in widening her knowledge and skills. She completes mandatory training, such as her first aid and safeguarding. She reads and finds out about new childcare issues. For example, she has read about the new learning and development requirements from the 'Statutory framework for the early years foundation stage'. As a result, this helps the childminder to improve the quality of education. She now thinks about how she can enhance children's learning more through play, so they can explore and investigate for themselves, rather than the childminder suggesting what they do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. The childminder knows what to do and who to contact if an allegation is made against herself or a member of her household. She supervises the children at all times and ensures that the premises are secure. She identifies and removes any potential hazards to children's safety so they can play in a safe environment.

What does the setting need to do to improve?

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

- extend the links with other settings that children also attend, in order to exchange more precise details about children's care and learning

- develop consistency when modelling language that helps three-year-old children to hear and use the correct pronunciation of words so that they develop their speaking skills even further.

Setting details

Unique reference number	2523641
Local authority	Derbyshire
Inspection number	10208176
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Long Eaton, Nottinghamshire. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for two-, 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 into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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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