

Childminder report

Inspection date: 10 February 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 in this childminder's home. They move around the rooms, enthusiastically selecting toys they wish to play with. Children are keen to go outside and safely negotiate the step into the garden. They run and jump around the grass and show visitors the bird feeders and bug hotel. Older children explain that 'The birds like the food, and that the squirrel comes and eats it too.' Children sit comfortably on bean bags and listen attentively to stories about a very hungry caterpillar. They talk about how much food the caterpillar eats and shout out 'He's a beautiful butterfly' at the end of the story.

Children have positive attitudes to their learning. They are eager to explore the activities the childminder plans and concentrate for long periods of time. For example, children create fruit bowls. They use glue spreaders, demonstrating good control of their small-muscle skills and stick different types of fruit into their bowls. They hold conversations about the fruit they like and what they eat at home. The childminder extends children's learning and uses the tablet computer to show the children how fruit grows. Children are fascinated to see the bananas hanging upside down on the tree, and younger children giggle saying, 'I like bananas.'

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 last inspection, the childminder involves the parents more in their children's learning. She talks to parents and discusses their children's next steps in learning at drop off and collection times. The childminder gives parents daily diaries and photos to inform them about what the children are doing.
- The childminder understands her curriculum and places a high priority on following children's interests and understands that children learn through play. She promotes children's mathematical skills well. For example, with support from the childminder, children count how many blueberries they have. They recognise numbers on tills, and sing songs about frogs and jelly. Children learn about decreasing numbers and compare the sizes of the snowdrops and daffodils outside.
- The childminder finds out about the experiences children have at home, and uses this information to create opportunities to broaden their knowledge. For example, she knows that since the start of COVID-19 many of the parents do their shopping online. Therefore, to give the children the experience of shopping and where they can buy food from, they visit the local shop to buy their fruit and vegetables. To further widen this experience, children role-play going shopping. They carry their shopping in baskets and older children say, 'That will be one pound please.'

- The childminder promotes positive behaviour by encouraging children to take turns and share. She talks to children in a calm manner and supports them to learn how to wait for their go. This is evident as children play with the toy telephone to phone daddy. They talk and hand over the telephone to each other saying, 'It's your turn.' Children know the routine to tidy the toys away. They know where the toys go and do this willingly when the childminder asks. Children find out about different cultures. For example, they recently drew dragons and performed a dragon dance to help them learn about the Chinese New Year.
- The childminder has hygienic routines for children to follow, such as washing their hands before meals. She provides healthy foods and water to drink. She supports children to develop their growing independence skills. For example, she encourages them to put on their own shoes. 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 supports children's language and communication skills. She gets down to younger children's level and speaks clearly. She holds conversations with children and introduces new words to help extend older children's vocabulary. For example, she describes the fruit as being 'sour' and 'sweet'. However, at times, the childminder does not leave children enough time to think about and respond to her questions before asking another question or answering herself. As a result, the childminder is not fully supporting children's speaking or thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her knowledge of safeguarding up to date. She has a good understanding of the different types of abuse and safeguarding issues, such as female genital mutilation. The childminder understands the procedures to follow if she has a concern about a child's welfare or if an allegation is made against her or members of her family. The home is safe and secure and the childminder supervises children well. She carries out risk assessments to identify and remove any potential hazards for children to ensure they 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:

- give children the time they need to think about, and respond to questions and discussions to help them to build on their thinking and speaking skills.

Setting details

Unique reference number	252404
Local authority	Derbyshire
Inspection number	10062479
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 1990 and lives in Long Eaton, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays, the 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 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 evaluation 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 wrote letters 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 inspector reviewed 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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