

Childminder report

Inspection date: 9 June 2022

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 appear happy at this vibrant childminder's home. They relish playing outside and safely negotiate the steps down onto a patio area. Children show good physical skills. They pedal bicycles with stabilisers and ride scooters along paths, knowing when to stop. Children have genuine friendships with each other and make strong attachments to the childminder. The children chat to each other as they play and decide what to do. This is evident as they use magnifying glasses and discuss the bugs they see on their bug hunt.

Children show good levels of interest and positive attitudes towards their learning. They enthusiastically join in activities the childminder plans. Older children rescue plastic creatures from frozen eggs. They use their small-muscle skills and bang and chip at the ice using spoons of different sizes. They become very excitable and scream, 'I've done it,' as a creature comes out. They recognise a spider and with encouragement count how many legs the spider has. Younger children thoroughly enjoy the water play, they splash, pour and empty containers, giggling as they play. Children create bubbles and talk about their bath times to each other and the childminder. This opportunity evolves into singing a song about a turtle in the bathtub.

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

- The childminder is reflective and has a clear view of what skills and knowledge she wants children to learn. She supports children's language skills well. She makes eye contact with children as she talks to them. She provides a running commentary for younger children, so they can begin to understand words. The childminder introduces new words to older children, such as pollen, to help extend their vocabulary. Children sing songs and listen to stories. As a result, children are competent language users and have conversations with the childminder and each other.
- The childminder interacts well with the children and joins in with their play. She provides children with opportunities to develop their ideas and extends their learning. However, occasionally, in her enthusiasm, the childminder steps in too quickly and helps children rather than allowing them time to solve problems for themselves. For example, while children play with the water spray bottles and twist off the tops. The childminder encourages the children to find the right size top for each bottle. Immediately she tells the children which one fits, stopping the children from solving how to do this for themselves.
- Parents comment that the childminder is friendly and professional. Parents also say the childminder informs them about what their children do and their learning. The childminder sends home photos and comments about what the children achieve. This means parents can help their children with their learning

at home if they wish.

- The childminder finds out about what experiences the children have at home. She uses this information and extends these opportunities to widen children's knowledge. For example, she knows that some of the children do not have experiences of the natural world or engaging with nature. Therefore, she plans activities to grow plants, such as sunflowers. Children visit woodland areas to explore, build dens and have fun while learning about the world around them and nature.
- The childminder supports children's self-care skills. She follows hygienic routines with children and provides healthy foods and water to drink. Older children put on their own shoes and jackets. They take themselves to the bathroom. All children feed themselves and older children use their knife and fork well. They use good manners and open their own yoghurt pots. This helps in preparation for school.
- The childminder promotes positive behaviour, overall. She encourages children to share, take turns and play cooperatively together. This said, on occasions she does not always make her expectations for behaviour clear enough. For example, sometimes older children become boisterous and loud as they play indoors. The childminder asks them to stop shouting more than once and the children then quieten down and become engaged in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from harm. She clearly explains the actions she would take should she become concerned about children's welfare. The childminder can describe the signs and symptoms of child abuse confidently. The childminder attends safeguarding training to keep her knowledge up to date. She knows about other safeguarding issues, such as female genital mutilation. Robust procedures ensure that all adults living in the household are suitable to have contact with children. She supervises children closely and completes checks of the home to make sure there are no risks to children's safety.

What does the setting need to do to improve?

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

- give children more time to work out how to solve problems for themselves
- ensure messages regarding expectations for behaviour are consistently clear enough, so that older children understand and follow what is expected of them.

Setting details

Unique reference number	2538898
Local authority	Derbyshire
Inspection number	10215293
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 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Belper, Derbyshire. She operates from 7.30am until 6pm Monday to Friday all year round, except for family and bank holidays and a week at Christmas. 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 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 join in with 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.
- Parents wrote statements for the inspector, so that 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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