

Childminder report

Inspection date: 7 July 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 are happy in the care of this childminder. Toddlers crawl around the home safely and choose what they want to play with from a good range of toys. They have strong attachments to the childminder and go to her for reassurance as visitors arrive. Toddlers snuggle in close to her for a story and enjoy listening about a hungry caterpillar and the food he eats. They learn to turn the pages of the book and smile as they see what is on the next page. This helps to develop their early literacy skills.

Toddlers enjoy playing outside, using their small-muscle skills as they enjoy water play. The childminder encourages them to pour water and empty containers. Toddlers hit the water with their hands and splash. This excites the toddlers, who squeal with delight as the water touches their faces. The childminder encourages them to listen to the sounds their splashing makes. She extends their listening skills further as she introduces treasure bottles, shaking these loudly and then quietly. Toddlers enjoy playing with these and shake and squeeze the bottles, making different sounds.

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

- The childminder interacts well with children and gets down to their level to play. She implements a curriculum that includes children's interests and enhances their learning. She plans activities to help develop toddler's hand-to-eye coordination. For example, they throw balls into a homemade shark's mouth, which helps to strengthen their arms. However, she does not always challenge toddler's large-muscle skills to help them further strengthen the muscles needed to walk.
- The childminder supports communication and language development well. She makes eye contact with toddlers as she speaks, and narrates what they are doing. This helps them to begin to understand new words. The childminder describes objects and widens toddler's vocabulary. For example, as they play with a picnic basket and explore play food, the childminder says the names of the objects they pick up, for instance 'broccoli' and 'lemon'. The toddlers make sounds and try and say the new words.
- The childminder works well in partnership with parents to meet children's individual needs. She regularly talks with parents and shares information about what their children have been doing. This means parents are able to continue to support children's learning at home. Parents speak highly of the childminder and say she is flexible, professional and kind.
- The childminder builds on children's experiences from home. She broadens these by taking children to places of interest, to help extend their understanding of the world around them. For example, she knows some children love playing football.

Therefore, she arranges for them to visit a real football stadium to nurture their interest further.

- The childminder encourages positive behaviour. She is calm in her mannerisms and praises children for the things they do. Children take turns and learn to wait for their go. This is evident as they use building blocks to build towers. They take turns placing the blocks on top and squeal with delight as they fall. The childminder says 'well done' and claps, before encouraging them to build again.
- The childminder helps children to develop their self-help skills. She shows them how to put their shoes on and how to wipe their noses. She encourages toddlers to feed themselves and helps them to eat their yogurt using a spoon.
- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, the childminder attends training to widen her professional development. She recently attended a course to help develop children's language skills. This has helped her to understand more about providing time for children to listen as she speaks and not to ask too many questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibility to safeguard children's welfare. She knows what to do if she has a concern about a child's safety or if a child discloses a concern. She communicates with other agencies when needed and closely monitors children's well-being. The childminder completes safeguarding training that has refreshed her understanding of child protection, including possible risks related to extremism and radicalisation. The childminder uses risk assessment well to reduce hazards and keep children safe. The childminder supervises children, making sure she can always see what they are doing, especially when they go on outings.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their large-muscle skills, paying particular attention to helping toddlers learn to walk.

Setting details

Unique reference number	2545123
Local authority	Derbyshire
Inspection number	10215516
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	0 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. She holds an early years qualification at level 3. The childminder operates all year round, from 7.30am until 5pm, Monday to Friday, except for bank holidays, a week at Christmas, and family holidays.

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 childminder and has taken that into account in their evaluation of the provision.
- 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 inspector observed interactions and conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote testimonials about the childminder's service so the inspector 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 relevant documentation and evidence of their 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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