

Childminder report

Inspection date: 24 August 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 show that they feel safe and secure in the childminder's care. They are happy to separate from parents when they arrive. Children demonstrate positive relationships with other children. They excitedly say hello to their friends and are keen to see what toys they are playing with. Children learn how to use electrical equipment safely. When they use fruit and a blender to make smoothies, children switch on the blender. They are excited to watch fruit turn into a thick liquid. Children confidently talk to visitors, the childminder and her assistants about their interests and achievements. For example, children are keen to show and talk to visitors about pictures they make. Mealtimes are social occasions. Children sit together and sing nursery rhymes before they eat.

The childminder knows children very well. She provides experiences to help them progress in their learning. For example, children are supported to develop an understanding of animals that live in Africa when they play with a pretend safari. They learn that hippopotamus spend time in mud to cool down. Children behave well. They are encouraged to share and take turns, for example, when they throw balls back and forth with the childminder's assistant.

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

- The childminder and her assistants support children to develop a love of books. They encourage them to remember repeated phrases in stories. Children are asked questions about the pictures they see on the pages, enabling them to take an active part in telling the story.
- The childminder reflects on her practice and identifies ways to improve the experiences children receive in her care. Recent changes to the garden offer children a large climbing structure. This helps to develop the strength in their legs and bodies when they climb.
- Children learn about foods that promote healthy eating. For example, the childminder shows children different fruits, such as a passion fruit and avocado. She asks them to guess what colour the fruit is inside and whether they think it will be sweet or sour. Children have opportunities to taste the fruit. They learn that it will give them vitamins to make them strong.
- Overall, the childminder and her assistants work well together as a team. Regular meetings are arranged where the assistants review their progress and identify professional development opportunities. This helps to improve the quality of education that is offered. However, the childminder does not provide assistants who are not used regularly, with information about how they support individual children's learning.
- The childminder is aware that due to the COVID-19 pandemic, some children have had fewer opportunities to visit different places of interests, such as soft-

play centres. Because of this, she arranges for children to have these experiences in her home. Children play in ball pits and on inflatable equipment.

- Parents comment positively about the childminder and her assistants. They say that they are friendly and relay information to them about their children's day. The childminder encourages parents to share children's achievements. For example, some parents send photos to the childminder to show their children's experiences at home. This enables children to benefit from effective partnership working to promote their development.
- The childminder uses information from parents about children's abilities and her own observations to identify what children need to learn next. She plans a curriculum that helps children to progress well in their development. However occasionally, she does not consider how individual children prefer to learn when she plans group activities. This results in some children not being engaged or focused.
- The childminder praises children for their achievements, helping to raise their self-esteem. For example, when children work together to move a piece of equipment, she says 'great teamwork'. Children are encouraged to understand feelings and emotions. Books are read to them that include stories about sharing and taking turns. When children ask why one of the characters in the book is sad, the assistant replies, 'The animal didn't share toys with his friends.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand how to identify the signs and symptoms of abuse and how this negatively impacts children's safety. This includes if children are exposed to female genital mutilation or radicalisation. They know the procedure to follow to report concerns about children's welfare. This helps to promote children's safety. The childminder maintains a safe and secure environment for children to play. For example, she ensures that fences are erected in relevant areas of her garden. This ensures that children can access different level surfaces safely.

What does the setting need to do to improve?

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

- enhance the support for assistants to build on their knowledge of how they can more precisely support individual children's learning
- plan group activities more effectively to encourage all children to be engaged and focused.

Setting details

Unique reference number	2546107
Local authority	Derbyshire
Inspection number	10215562
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 4
Total number of places	9
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wingerworth, Chesterfield. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder and assistants. She holds qualified teacher status.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistants. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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