

Childminder report

Inspection date: 15 September 2021

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 comfortable in their surroundings. They laugh and giggle as they confidently climb up and down the slide. They balance along beams and run around the garden chasing each other. Babies snuggle close to the childminder. They smile as they look at the books. They move the balls around the activity cube and bounce up and down on the rocker. Children make good relationships and behave well. They play together with their friends. They learn to share toys and take turns, for example as they wait patiently to put the tap on while playing with the water dispenser. They scream with delight as the water splashes out, which encourages them to do it again.

Children have a positive attitude towards their learning and are eager to take part in activities. They are well motivated, keen and enjoy their play. Children relish pushing toy cars down the ramps. They shout 'one, two, three, go' as they let the cars roll. They compare the sizes and colours of the cars and decide which is the fastest vehicle. Three-year-old children sort the vehicles into piles of cars, motorbikes and trucks. They count how many motorbikes they have and work out if they have more or fewer cars.

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

- The childminder has a clear view of she wants children to learn. She provides an exciting curriculum. The childminder sets out activities that have a specific interest for children. She uses the activities to build on children's next stage in their development. For example, while three-year-old children explore paint, the childminder encourages children to use a paintbrush, to help extend their small muscle skills.
- The childminder supports children to develop their literacy skills. She reads a range of stories to them with enthusiasm and expression. Children enjoy looking at books independently in the cosy book area. They seek out their favourite stories to read, such as one about a dinosaur that loses his roar. The childminder extends children's love of books by taking them to the library.
- The childminder widens children's experiences. She supports children to develop their understanding of the world around them. This includes regular trips to the local farm. For some children, this is a new experience of seeing farm animals in their habitat. The childminder takes children for woodland walks to help them learn about nature.
- Partnerships with parents are effective. They receive information about their child's learning and development, including text messages about their child's achievements. They have daily conversations at drop-off and collection times.
- The childminder is a good role model for behaviour. She talks to children in a calm manner, and encourages them to use good manners and develop their self-

care skills. For example, children say 'please' and 'thank you' at lunchtime. They put on their shoes to go outside. Three-year-old children take themselves to the toilet, knowing to wash their hands afterwards. This helps to extend children's independence in readiness for school.

- The childminder is ambitious and regularly reflects on the quality of the provision. She extends her knowledge and refreshes her ideas by attending training. At the moment the childminder is attending a foundation degree course. This is helping her to further understand child development and how children learn.
- The childminder talks to children as they play. She provides babies with a narrative of what they are doing. She makes eye contact with children and gets down to their level as she speaks to them. However, the childminder does not take all opportunities to model words. She often refers to the toys or objects the children are using as 'it' or 'them'. For example, she says 'it is going fast' instead of 'the car is going fast'. This does not help children's speaking skills or extend their vocabulary.
- The childminder plans daily group activities to enhance children's learning. However, some group-time activities do not always engage two-year-old children in their learning. For example, two-year-old children become restless and disengaged. They wait too long to recognise their name or talk about the weather.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of abuse. She knows what to do if she has concerns about a child and who to contact. She attends safeguarding training to ensure her knowledge is up to date. The childminder has a written safeguarding policy in place that includes information about the use of mobile phones. She provides a safe and secure environment. She identifies any potential hazards and removes them to ensure the setting is safe for the children to play. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

What does the setting need to do to improve?

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

- strengthen the modelling of language and the use of nouns so that children can develop their speaking skills and widen their vocabulary
- develop how to support two-year-old children to maintain their concentration and become engaged in group time activities.

Setting details

Unique reference number	2550384
Local authority	Derby
Inspection number	10205572
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 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and works in her co-childminder's home in Shelton Lock, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays, a week at Christmas and family holidays. She works with a co-childminder daily and an assistant on a Thursday and occasionally on other days.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 completed a learning walk with the inspector and discussed how she organises and implements her curriculum.
- The inspector and the childminder took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- Children and the co-childminder spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions between the childminder, the co-childminder and the children, and considered the impact these have on children's learning.
- Parents spoke to the inspector face to face. The inspector took account of the views of parents.
- 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 and household members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021