

Childminder report

Inspection date: 23 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 enjoy their time with the childminder. They are happy and content in her welcoming home. They move around the rooms and outside choosing what they want to play with. Once outside, they know to walk safely down the two steps onto the grass. They use the equipment with skill. Three-year-old children use scooters to ride around the garden. They scream with delight as they ride on the train. Children who are almost two sit in cars and shout 'beep beep' as they move along. Children delight in playing with balls. They roll the balls to each other and shout 'your turn' as they catch the ball and throw it again.

Children have a positive attitude to their learning and are keen to join in activities. They relish listening to stories. They snuggle close to the childminder and turn the pages. Children show good communication skills as they recall rhymes from the story and make animal sounds. They talk confidently about how the animals are going on a train journey, laugh about the monkey driving the train and count the animals. Three-year-old children use words such as 'one more', 'full' and 'long' to describe the animals and the train.

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

- The childminder has a clear curriculum. She knows the children in her care well. She provides opportunities that follow children's interests and builds on what they know. The childminder observes children and completes accurate assessments of their learning. She plans for children's next steps and their future learning. For example, she talks to three-year-old children about their drawings. She develops their small-muscle skills and explains how to hold the pencil correctly.
- Parents are complimentary about the childminder and the service she provides. She sends home messages and photos of children. She talks to parents at drop-off and collection times. Parents comment back and tell her about the experiences the children have at home. This helps her to provide continuity of learning and care. The childminder extends the experiences the children have at home. For example, she takes children to the post office to meet people and find out where they can post letters.
- The childminder supports children to be active each day. She takes them on outings to local parks and open spaces to help extend their physical skills. The childminder understands that children need to develop relationships with their peers. She regularly meets up with other childminders to help the children in her care to mix with other children and learn social skills. This helps their preparation for going to school.
- The childminder is a good role model for behaviour. She has strategies to help children to develop their behaviour skills. She talks to children face to face about

what they are doing. She encourages children to share, take turns and be kind to each other. For example, children play together sharing the construction bricks and build towers. They help each other to put the bricks on top and laugh as the towers fall down.

- The childminder is mindful to update her skills and knowledge on a regular basis. She reads childcare books and has recently read about child development. This makes her think about and adapt how she talks to two-year-old children so that they can listen and clearly understand what she says.
- Children begin to develop their independence skills. For example, three-year-old children put on their own shoes to go outside. They know to wash their hands before having meals. They are proud to show their clean fingers to visitors. However, the childminder does not consistently encourage three-year-old children to do things for themselves during the daily routine.
- The childminder plans activities to support children's creative skills. Children enjoy taking part in these activities. However, the childminder does not give children the opportunity to explore the materials on offer themselves. For example, children make paper people. The childminder puts the glue on glue spreaders. She sticks the feathers on the people to represent hair and tells the children where to stick the eyes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children. She knows the procedures to follow if she has concerns about children's welfare, including protecting children from extremist views. The childminder attends safeguarding training and keeps up to date with recent issues and legislation. She ensures that the premises are safe and secure at all times. She identifies and removes any hazards so that her home is safe for the children to play. She supervises children well. The childminder holds a current paediatric first-aid certificate to help her know what to do if a child has an accident.

What does the setting need to do to improve?

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

- support children to develop their self-care skills even further to help increase their independence
- give children more opportunities to explore different materials during planned activities, to help develop their creative skills.

Setting details

Unique reference number	2552262
Local authority	Derbyshire
Inspection number	10205585
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in South Normanton, Alfreton, Derbyshire. She operates all year round from 7am to 6pm, Monday to Saturday, except for bank holidays, family holidays and a week at Christmas.

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 inspector had a learning walk of the childminder's provision and discussed how the childminder 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 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 conversations between the childminder and the children and considered the impact on children's learning.
- The parents wrote testimonials for the inspector so that she could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation, including evidence of her 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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