

Childminder report

Inspection date: 23 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 are happy at the childminder's home. They explore the toy boxes and choose what they want to play with. Older children become excited about going outside. They negotiate the step into the garden safely. They run around energetically and try to learn to skip using a skipping rope. They follow the childminder's instructions, listen, and jump over the rope. Children play well together and take turns using the toys. Older children use the play telephone and pretend to ring their parents. Younger children copy the older children. They babble and make sounds, saying, 'bye, mamma'.

Children are busy and excited to learn. They love to have a go and try new things. They eagerly join in the activities the childminder plans. This is evident as children use play dough. Young children empty flour out of a cup onto a tray and swirl their fingers in circular movements. They splat down the dough and squeeze it into their hands. Older children use a rolling pin and flatten the dough. These actions help to develop children's small-muscle skills and strengthen their fingers. Children use gingerbread men cutters and cut out different sizes. The childminder encourages the children to compare the sizes of the gingerbread men and older children count how many they have.

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

- The childminder implements a curriculum that puts the children in charge of their own play and follows their interests. As a result, the children are highly motivated and thoroughly absorbed in their play, which helps their future learning. Children spend long periods of time at activities. They listen, are inquisitive, and work out solutions. For example, they find the best way to open and use the icing tube to make faces on their gingerbread men.
- The childminder supports children's language development well. She gets down to the children's level and makes eye contact with young children. She listens carefully to older children as they talk and gives them enough time to think and share their ideas. She reads stories with enthusiasm and encourages children to say rhymes from the story. For example, 'run, run as fast as you can, you can't catch me, I'm the gingerbread man.' This helps to extend their vocabulary.
- The childminder encourages positive behaviour. She has a calm manner and gives children verbal praise for their achievements, often saying, 'That's wow, well done.' She provides gentle reminders for young children to use good manners. For example, when children receive food, she reminds them to say 'thank you'. Older children do this well and say, 'please' as they ask for a drink.
- Partnerships with parents are strong. The childminder informs parents about their child's learning. This means parents can support children at home if they wish. She talks to parents at collection times about the activities and sends

photos home so that parents can see for themselves what their children have been doing. Parents are happy with the service and say the childminder is 'professional and flexible'.

- The childminder provides hygiene routines for children to follow. She supports children to develop their growing independence skills, for example, she encourages them to put on their own shoes and wash their hands in readiness to eat. Older children open their own lunch boxes, which they will have to do when they start school.
- The childminder provides children with good opportunities to build on their physical skills. For example, she challenges children to throw hoops over cones and to run between the cones. To widen children's physical experiences and extend those from home, the childminder takes children to soft-play centres and woodland areas, where they climb trees and balance on logs. This helps children take risks for themselves, while in the childminder's care.
- The childminder extends her professional development, for example, she has recently completed her level 3 childcare qualification. This has helped her to understand child development. However, the childminder still has some gaps in her skills and knowledge. For example, she does not yet develop older children's understanding of the link between letters and the sounds that represent them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at risk of harm. She completes safeguarding training to keep herself up to date with legislation, for example, the 'Prevent' duty. The childminder understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against her. She supervises children well, identifies potential hazards in her home and takes action to reduce or minimise them. For example, she uses safety gates to keep children from the kitchen.

What does the setting need to do to improve?

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

- gain knowledge of how to support older children's literacy skills, paying particular attention to how children learn about the sounds that represent letters of the alphabet.

Setting details

Unique reference number	2559906
Local authority	Derby
Inspection number	10232119
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Littleover, Derby. She operates Monday to Friday, 8am until 5pm, term time only. The childminder has an appropriate level 3 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the childminder 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 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 into 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.
- The parents wrote testimonials for the inspector so 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 relevant documentation and 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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