

Childminder report

Inspection date: 29 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 and enjoy their time with the childminder. They build strong attachments to the childminder and go to her for reassurance as visitors arrive at the home. Children have friendships with their peers and play cooperatively together. For example, they pretend to make grass soup. They share the pots and pans in the play kitchen and take turns stirring the soup. Children become excitable as they get ready to go outside. They practise and develop their use of large-muscle skills. Children climb up the slide and balance at the top ready to glide down the other side. They run around the garden safely and enjoy kicking balls into the goal, shouting 'goal'.

Children behave well and have a positive attitude to their learning. They take part in activities the childminder plans. This is evident as they explore the play dough. They eagerly squeeze and poke the dough with their fingers and hands, developing their small-muscle skills. They use plastic animals and make footprints in the dough and compare the sizes of the animals. The childminder extends children's mathematical skills and asks them to sort the animals by size. The children count the animals in each group and decide which group is the biggest.

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

- The childminder implements a curriculum that considers children's interests. She plans activities to extend their future learning. For example, she knows the children she is caring for love playing with plastic animals. To widen children's understanding of animals and the world around them, the childminder encourages them to work out where animals live. The children name the animals and say, for instance, 'The dolphin lives in the sea, the snail lives in his shell'.
- The childminder supports children's language skills. She speaks clearly and makes eye contact with children. She repeats young children's words, so they can hear them pronounced correctly. However, the childminder asks many questions that only require yes or no answers. As a result, children are not extending their speaking or thinking skills further.
- The childminder plans a variety of experiences and outings, such as visiting local places of interest, exploring woodlands and trips to the local farm. This helps to enrich children's lives and introduces activities they may not experience at home. The childminder also plans regular outings to parks to help children further develop their physical skills.
- The childminder encourages the children to develop some independence. Children know to fetch their shoes to go outside and try to put them on themselves. However, children do not always have opportunities to develop their self-care skills. The childminder frequently completes tasks for the children. This means that children do not always try and do things for themselves. For

example, the children do not wipe their own noses or wipe their hands after eating. Neither do they try and clear their own plates and cups away.

- Partnerships with parents are strong. Parents speak highly of the childminder. They praise her care and compassion. The childminder talks to parents about what the children are doing. She sends regular updates and photos to parents to show what their children are learning about. This means parents can support their children at home with their learning, if they wish to.
- The childminder is a good role model for behaviour. She teaches children to always sit down while eating and to tidy away toys after playing with them. This supports children to learn about safety, good manners and how to follow instructions. She gives children meaningful praise and this helps to boost their confidence and self-esteem.
- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, after observing how children play in her garden, she plans to change the layout. She has already put in bug hotels, so children can learn more about insects. To further develop children's outside learning she is introducing a vegetable patch, so children can learn about where food comes from to help them understand about healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities with regards to protecting and safeguarding children. She has a clear understanding of the signs and symptoms that might indicate that a child is being abused. She is aware of the procedures to follow were she concerned about a child's welfare or in the event of an allegation against herself. The childminder completes regular safeguarding training to keep herself up to date with legislation such as the 'Prevent' duty. The childminder supervises children well. Her home is safe and secure and appropriate steps are taken to identify and remove any hazards.

What does the setting need to do to improve?

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

- develop questioning skills to extend children's speaking and thinking further
- maximise opportunities for children to develop their self-care skills to help develop their independence further.

Setting details

Unique reference number	2562992
Local authority	Derby
Inspection number	10232157
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	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 Chellaston, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays, the 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 pandemic began. The inspector discussed the impact of the pandemic with the provider 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 spoke to the inspector and wrote emails to 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 her relevant documentation and evidence of the suitability of the childminder.

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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