

Childminder report

Inspection date: 22 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 in this childminder's setting. They move freely in and out of the house choosing what they want to play with. Children run around the garden safely, pretending to be dinosaurs, and ride trucks carrying bricks. Children become excited as they pour water down drainpipes. Younger children delight in splashing the water and giggle as the water spurts over the side of the pipes. Older children shout, 'It's coming through,' as the water splashes to the ground.

Children build close attachments to the childminder and snuggle close to listen to a story about a chicken, chips and peas. They concentrate and older children recall the phases in the story. They talk about the food the dog likes in the story and relate this to their favourite foods.

Children behave well and are eager to join in the activities that the childminder plans. They thoroughly enjoy playing in the sand. They make 'cupcakes', and younger children pat the sand into the cake tins using their small-muscle skills. Older children make flags to put on top of the cakes and count with the childminder how many cakes they make.

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

- The childminder has a clear view of what skills and knowledge she wants children to learn. She purposely sets out activities that have a specific interest for children. She uses the activities to extend children's future learning. For example, while children play with the plastic insects, the childminder encourages them to use books to find out the names of the insects. As a result, children develop their understanding of the world and early literacy skills.
- The childminder interacts well with children. She provides opportunities to develop their ideas and increase their learning. However, occasionally, she steps in too quickly and does not give the children enough time to solve problems for themselves. This is evident as the children match the same colour bricks and cones together. The childminder enthusiastically tells the children where to put the bricks before they can work it out for themselves.
- Partnerships with parents are strong. Parents comment that the childminder is 'friendly' and 'professional' and that they are happy with the service. The childminder sends parents photos and comments about what the children are doing. This means parents can help with their child's learning at home if they wish.
- The childminder finds out about the children's experiences at home from parents. She widens these experiences to extend children's learning. For example, the childminder knows that the children do not visit the local library.

Therefore, to extend children's love of books, she takes children to the library to choose books to take back to the setting. For example, they recently took back a book about three little pigs.

- The childminder encourages children to develop their self-care skills. She supports them to complete age-appropriate tasks. For example, children wash and dry their hands after playing outside and before eating. Younger children feed themselves using a spoon. Older children know the routine and ask for their sun hats and cream because it is hot. This helps children's readiness for school.
- The childminder is a positive role model for behaviour. She is calm and gets down to children's level to talk to them. She encourages children to share and take turns. This is evident as children take turns to water the plants. Older children help younger children to put the tap on and show them how to pour the water. The childminder gives the children plenty of praise, which helps their self-esteem and confidence.
- The childminder works well with her co-childminder and assistant. She regularly evaluates her practice and identifies areas to improve and develop. The childminder attends training. She has recently attended a course on developing babies' physical development. From this training, she now ensures that babies have time on their tummies to help develop their movement skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs and symptoms of abuse, including concerns associated with the 'Prevent' duty. She is aware of her role and responsibility to safeguard children. The childminder knows who to contact should she have any concerns regarding children's safety or welfare, or if an allegation is made against her. The environment is safe and secure as the childminder completes a daily risk assessment before children arrive. Children learn to keep safe, for example, with gentle reminders from the childminder to be careful while using scissors.

What does the setting need to do to improve?

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

- develop opportunities for children to work out and solve problems for themselves.

Setting details

Unique reference number	2566734
Local authority	Derby
Inspection number	10232909
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works in Alvaston, Derbyshire. She works with a co-childminder daily and an assistant when numbers of children require. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays. 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 provider received since the COVID-19 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, her co-childminder, the assistant and the children and considered the impact these have on children's learning.
- The parents spoke 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 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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