

Childminder report

Inspection date: 19 January 2023

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 benefit from a well-designed curriculum, which is tailored to their individual learning needs and interests. New children's emotional development is prioritised by the childminder, enabling them to quickly feel safe and secure in her care. Younger children learn to take their first steps, as they safely move around the low-level furniture, skilfully positioned to encourage this physical development. Children practise using their social skills through role play. They are supported by the childminder to share and be kind to their friends. This helps to shape children's positive behaviours.

Older children develop their mathematical knowledge and problem-solving skills. They learn the names of complex shapes, such as a semi-circle, by playing with jigsaw puzzles. Children fill containers with dried pasta and attempt to fasten the lid. When they start to feel defeated by their task because the lid will not fit, the childminder boosts their self-confidence through giving motivational encouragement. She offers subtle hints to help children extend their problem solving. This is effective and children show great pride when they try again and succeed, exclaiming, 'It fits this time!'.

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

- The childminder offers an effective settling-in process for new children. This includes inviting new children for short visits and using information from parents to plan activities that they will enjoy. Parents say that their children thrive because they settle quickly, which lays an excellent foundation for their learning. Children demonstrate their secure attachments through happily accepting cuddles and close contact with the childminder.
- The childminder assesses children's development promptly when they first start. She seeks the knowledge that parents have about their children's learning. The childminder requests information from other services working with children, such as a child's health visitor. This enables her to quickly determine what children already know so she can build on this without delay. However, the childminder has not yet found successful ways of sharing care and learning information between herself and any other setting that child may attend.
- The childminder recognises the impact that the COVID-19 pandemic has had on children. Through her observations of learning she has identified that some children's independence skills have regressed. In response, the childminder gives children lots of opportunity to develop their independence and self-help skills. She knows that this is important in getting children ready for school.
- The childminder knows how activities can be adapted so that they are age-appropriate for all children. For example, younger children learn how to use tools to scoop dried pasta, which develops their hand control and dexterity.

Older children learn about the capacity and volume of the pasta within containers. However, sometimes the childminder does not adapt her teaching techniques as successfully, to maintain children's involvement in play. This means some children are more engaged and learn more from activities than other children.

- The childminder supports children's understanding and use of language, both verbal and written. She takes children to the library. Children join in song-and-rhyme sessions to promote their communication skills and discover new books, which supports their literacy development. The impact of this is seen when children use descriptive language during their conversations, explaining, 'The snow is like dust'.
- The childminder supports children to be healthy and promotes their fitness. She takes children to the park where they can enjoy fresh air and exercise. Children choose which fruit they would like for their snack, and in doing so they learn that fruit is good for their bodies.
- Children generally behave very well. The childminder has age-appropriate expectations for children's behaviour and recognises the developmental connection between a child's age and how they behave. That said, the childminder reinforces the kind and considerate behaviour of all children, reminding them about 'kind hands', for example.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for children to play in. She uses a safety gate to prevent children from accessing the front door and climbing the stairs. The childminder knows what she must do if she suspects a child is at risk of harm, or if an allegation was made against herself. She can recognise the signs which could indicate a child is at risk. The childminder has systems in place to safely store medication and other hazardous materials. She can respond appropriately to minor injuries because she holds a current and relevant first-aid qualification.

What does the setting need to do to improve?

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

- find ways of communicating with other settings that children attend to share relevant information, to support children's continuity of care and learning
- adapt teaching techniques so that all children are consistently involved in play and engaged in meaningful learning.

Setting details

Unique reference number	2575281
Local authority	Derby
Inspection number	10270483
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Derbyshire. She operates during school term time, from 7.45am to 4.30pm, Monday to Thursday, except bank holidays, and 7.45am to 4pm on a Friday. The childminder holds an appropriate qualification at level 5. She offers funded early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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