

Childminder report

Inspection date: 20 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 are relaxed and feel at home in the childminder's care. They find their peg, hang up their coat, and take off their shoes before they quickly settle into their play alongside their peers. Children have wonderful relationships with both the childminder and her assistant. They enjoy their play and thrive as the childminder and her assistant join in with activities.

Children form friendships with each other, playing and working cooperatively together. For example, they work together to try and move a piece of soft furniture through a doorway. Children show off their problem-solving and communication skills as they talk to one another about how to do this. They show great perseverance and develop their understanding of spatial awareness as they twist and turn the furniture to make it fit.

Children are independent and take responsibility for small tasks throughout the day. They learn the importance of good hygiene routines and show an understanding of the importance of washing hands. For example, some children who have washed their hands in readiness for snack pull their jumper over their hands to pick up some toys and put them away. They tell the assistant, 'we don't want to get germs on our hands now they are all clean before snack.'

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

- The childminder plans her curriculum around children's interests and their next steps in learning and development. She networks with other childminders to share ideas that help with her planning of activities. The childminder is keen to update her existing skills and knowledge, to help strengthen her teaching practice and curriculum planning.
- The childminder organises resources in the home to ensure that children can make choices about their play and learning. She clearly labels boxes of toys with photos for them to choose from. This helps children to be able to extend their own play. For example, children add to their imaginative play by getting out doll clothes to dress their babies.
- Partnerships with parents are strong. The childminder considers the views of parents when evaluating her provision. Parents speak highly of the childminder. They state that their children are settled and have made progress since starting with the childminder.
- The childminder has high expectations of children's behaviour, and children respond well to her calm encouragement. For example, when an older toddler tells her she is upset because her friend has all the baby dolls, the childminder calmly asks her what she could do. The child says, 'ask her to share the babies; she has two.' The childminder offers comfort and tells the child she will go with

her to ask. The childminder then praises both children for their kind words and sharing.

- The childminder and her assistant skilfully interact with children to build on their knowledge and skills. They wait patiently for children to respond to questions and communicate effectively with them. However, the childminder does not consider how parts of the daily routine disrupt some children's learning. For example, children who are deeply engaged in role play have to abruptly stop playing, as the childminder asks them to tidy away for snack time.
- The childminder offers balanced and nutritious meals and snacks throughout the day. She encourages children to taste new foods. Parents report that their children were struggling to eat a variety of foods but now eat different foods because of the childminder. Children are developing an understanding of where food comes from and how to make healthy food choices.
- Children enjoy listening to stories read aloud by the assistant. He talks to the children about the author of the book and the illustrations within it. Children sit up on their knees and listen eagerly to each word. After the story, the assistant thoughtfully asks questions, such as 'who was the main character in the story?' and 'why could the rabbit could not get to sleep?' Children develop a deep understanding of the stories they enjoy, as they recall the information they have learned.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding and child protection up to date. She receives regular safeguarding updates and attends required training. The childminder and her assistant fully understand their responsibility to keep children safe from harm. They demonstrate a good awareness of the signs and symptoms of potential abuse and/or neglect. This includes indicators that may present in the event of children being subjected to extreme or radical views. The childminder understands the procedures to follow in the event of a concern or allegation against herself or her assistant. Children learn how to keep themselves safe. They tidy away toys to keep the environment free from trip hazards.

What does the setting need to do to improve?

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

- review aspects of the daily routine to limit disruptions to children's play and learning.

Setting details

Unique reference number	2578607
Local authority	Derby
Inspection number	10250948
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 15
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Spondon, Derby. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

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 showed the inspector the playroom and spoke about her curriculum. She also provided a tour of the house and spoke about how she keeps this safe for children.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including safeguarding policies and suitability checks.
- The inspector spoke to a parent and read feedback from parents to gain their views about 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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