

Childminder report

Inspection date: 16 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 thoroughly enjoy attending this warm and caring setting. They have good relationships with the childminder. Children are greeted warmly by the childminder as they enter and excitedly share their news from home. Children who are upset on arrival receive cuddles and reassurance from the childminder, helping them to settle.

Children show positive attitudes towards their learning. They concentrate for long periods of time on their chosen activities, talking to the childminder about their play. For example, during an activity with porridge oats, children talk about how it is like snow and show good levels of focus as they use different-sized scoops to fill toy vehicles with oats from the tray.

Children benefit from a rich language environment. They are constantly introduced to new vocabulary by the childminder and include this in their discussions. Children confidently use their language skills to ask for what they want and need. For example, they ask the childminder to read 'The Three Little Pigs' and listen carefully to the story. They excitedly talk about the bricks and sticks, asking questions and happily retelling their favourite parts.

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

- The childminder has developed an ambitious curriculum for children. She has a good understanding of what they already know and the skills she wants them to learn next and provides opportunities for them to practise these skills. For example, a well-planned craft activity enables children to develop small-muscle skills as they create their own houses using different materials and glue sticks. However, at times, during adult-led activities, she misses children's cues to extend their learning, such as singing songs or talking about different textures.
- The childminder is passionate about developing children's independence skills. She provides children with regular opportunities to practise their skills in the environment and during routines. For example, at snack times, children use jugs to pour their drinks and take turns cutting fruit into pieces to share with their friends. The childminder demonstrates patience and gives children gentle praise as they carry out these routine tasks independently. As a result, children are willing to try new things, showing high levels of persistence before they ask the childminder for help.
- The childminder arranges the environment in a way that supports children to make their own choices. Children move confidently around the setting, deciding what they want to play with. For instance, they move with ease from an adult-led craft activity to an independent sensory activity set out in a large tray.
- The childminder is committed to developing her professional knowledge. She

regularly completes online training to update her skills and is passionate about constantly improving the service she offers. The childminder ensures she attends mandatory training courses, such as paediatric first-aid and safeguarding. In addition, she evaluates her setting and has put in place an action plan to further develop her provision. This ensures children are receiving care and education that is of high quality.

- The childminder is passionate about outdoor learning and takes children for daily walks in the local community. She arranges trips to farms and takes children to local playgroups. The childminder carefully plans these activities, regularly talking to children about their experiences. This helps children develop social skills and extends their understanding of their local community and the world around them.
- Parents speak highly of the childminder. They praise the care their children receive and feel involved in their experiences in the setting. The childminder regularly shares information with parents about their children's learning, and she understands the importance of involving other professionals where she may have concerns. While the childminder has a good relationship with the local pre-school some of the children attend, she does not yet share information with other settings to ensure all professionals working with children have access to the information they may require.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates excellent knowledge of safeguarding concerns and can recognise the signs and symptoms of the different types of abuse. She is committed to attending regular training to keep her knowledge of safeguarding up to date and is clear on her role and the process for reporting concerns about children. The childminder is alert to signs that a child could be at risk from extremist ideas. She knows how to report her concerns to the appropriate agencies to protect children from harm. The childminder carries out regular risk assessments to ensure children are always safe in her care, both in the setting and during trips out into the community.

What does the setting need to do to improve?

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

- continue to develop interactions with children further to respond consistently to their cues and maximise the opportunities for learning
- strengthen communication and information-sharing with any other educational settings that children attend.

Setting details

Unique reference number	2584538
Local authority	Derbyshire
Inspection number	10251091
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 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Glossop, Derbyshire. She operates term time only, from 7am to 6pm, Monday to Wednesday and Friday. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Gardner

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 discussed her intentions for children's learning and the curriculum she offers.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents and took their views into account.

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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