

Childminder report

Inspection date: 8 November 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 settled in the well-organised childminder's home. The childminder places a strong emphasis on children learning outdoors in all weathers, ensuring they are appropriately dressed. They visit an allotment, parks and a local smallholding to feed animals. The childminder shares how they sow, plant, grow and harvest seeds. Children listen to and talk with allotment owners about their crops. Children wash mud off pumpkins in a large container of water. They use a scrubbing brush and watch intently as the mud slides from the pumpkins, changing the water colour. They say, 'We're cleaning pumpkins to give to the pigs. I'm scrubbing hard'. This supports children's knowledge of the world and promotes their social development skills.

Children have secure attachments with the childminder. They are confident in making choices from the resources they have to play with, which are at low level and accessible. This gives them a sense of ownership and promotes decision-making skills. Children are polite and respectful. They say, 'Excuse me, can I get the talking toy out?' The childminder offers support with chalking numbers together, when children ask for help. She praises their efforts. This builds their levels of confidence and resilience.

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

- The curriculum the childminder offers is a balance of child- and adult-initiated activities, based on children's interests. The childminder knows children's starting points and builds on these, sharing what she is currently working on with parents. This ensures consistency of learning.
- The childminder plans some activities to support children's levels of independence. She encourages children to take off their boots and to use the low-level step near the sink to help them to reach and wash their hands. Children put on their coats using a special technique. This supports their personal self-care skills.
- The childminder offers a range of healthy snacks and meals. She talks to children about foods that are good for their teeth. Children bring drink bottles to the setting, which they can access throughout the day. There are not enough opportunities at snack and mealtimes for the most-able children to independently practise their cutting and pouring skills.
- The childminder explains how she encourages children to share. They pass foods to each other at mealtimes. The childminder manages children's behaviour through positive verbal reminders and is a good role model.
- Parents comment how happy they are with the provision the childminder offers. They state, 'The childminder provides lots of fun outside activities. Children have the opportunity to experience all weathers'. They speak about the support and

reassurance given at times of change, such as when children start toilet training. Parents value the settling-in sessions. This reassures them when they first leave their child.

- The childminder supports children to build a construction as they use visual instructions to gather the required number of pieces. Children use plastic rods and balls as they build. They use their imaginations to design a den with a door and a dance room. They use their fine motor skills to turn the construction pieces around, connecting them together.
- The childminder extends children's language, introducing them to new words and concepts. For example, when children place a rod at an angle, she states it is 'diagonal', explaining it slopes downwards. However, the childminder is inconsistent in her support of children to help them to make clear sounds when speaking.
- The childminder talks to children about keeping safe. Children consider whether they have enough room when choosing to roll around, and whether toys need tidying up. This helps them make safe, informed choices. The childminder carries out visual risk assessments and monitors indoor and outdoor space on a regular basis.
- The childminder actively seeks out new online courses and webinars. This helps her to keep abreast of changes and widens her skills and knowledge. She makes plans to extend her knowledge in the field of special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of the steps to take should she believe a child is at risk of abuse. She can explain how she would recognise signs and symptoms of abuse. The childminder understands how and where to report any allegations of abuse. She understands aspects of safeguarding, such as how to protect children from extreme views. She ensures children are supervised inside, outside and when on trips. She takes a balanced approach to risk management and gets children to consider their own safety needs. She undertakes monthly fire drills. Accidents and incidents are appropriately documented.

What does the setting need to do to improve?

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

- extend opportunities for children to become more independent at snack and mealtimes
- reinforce children's correct pronunciation of sounds on a consistent basis.

Setting details

Unique reference number	2589439
Local authority	Derbyshire
Inspection number	10251192
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	2 to 4
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 July 2020 and lives in Nether Heage, Derbyshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for two weeks during the summer holidays. She provides funded education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Angela Eden

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 childminder showed the inspector the premises and discussed how they make it safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning indoors and outdoors.
- The inspector observed the interactions between the childminder and the children.
- Children told the inspector what they enjoy doing while at the setting.
- The inspector looked at written comments from parents and took account of their views.
- The childminder provided the inspector with key requested documentation.

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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