

Childminder report

Inspection date: 19 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well. They move around the room and outside with confidence. Children choose what they wish to play with from a wide selection of toys and resources. They engage with the childminder and listen attentively to stories, snuggling up close to see the pictures. Children turn the pages and giggle as they feel the textures of the different animals in the book. Furthermore, children are excitable as they play outside. They negotiate the steps into the garden safely and relish playing with the balls. Pre-school children throw and catch balls with the childminder and babies laugh as they roll them along the ground, using good physical skills.

Children benefit from the broad curriculum the childminder provides. They have a positive attitude to their learning, behave well and are eager to join in with activities the childminder plans. Children engage for long periods of time participating in these activities. For example, children thoroughly enjoy playing with dry pasta and tweezers. Pre-school children pick up the pasta with the tweezers, showing good control. The childminder extends the activity and introduces different types of tweezers to help support older children's use of their small-muscle skills. Babies join in and use their hands and fingers. They pass the pasta from one hand to the other and transport the pasta around the room, having fun and giggling as they move around.

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

- The childminder knows the children in her care well. She confidently talks about what children know and can do and knows her intentions for their learning. She places a high priority on supporting children's language development. She gets down to the children's level and makes eye contact with babies. She engages pre-school children in meaningful conversations and models good conversational skills. The childminder reflects on this and, to help children's speaking skills further, she attends a course on 'Bettering Speaking Skills'. She now asks questions to extend the older children's vocabulary and encourages them to think more.
- The childminder works with parents and shares information regularly about their children's development and what they need to learn next. This helps to provide children with consistency in their care and learning. Parents speak highly of the childminder and say she is 'caring and flexible' and that their children are progressing in her care.
- The childminder finds out from parents what the children do at home and broadens these to extend their knowledge. She knows children travel a lot in their parents' cars. Therefore, to develop their understanding of traveling, she includes regular trips on the bus to local places of interest, such as the city

museum. Children recently enjoyed a trip to see the Egyptian exhibition. The childminder subsequently took the children to the library to find books on Egypt and build pyramids out of the sand. This helps to extend children's knowledge of other countries and the wider world.

- The childminder is a good role model for children's behaviour. She expects the children to be kind, respectful to each other and play together. Children learn to take turns and to help each other. For example, babies play with a press-button elephant game that spurts balls out of the trunk. Pre-school children join in and show the babies where to put the balls and say, 'your turn'. Babies wait patiently and have a go. They scream with delight as the balls come out of the toy elephant's trunk, which encourages them to do this again.
- The childminder supports pre-school children's mathematical skills, overall. She encourages children to count as they engage in imaginative play, exploring with plastic fruit and bears. They decide if they need one more or one less and sort the objects by colours and size. However, the childminder does not extend children's mathematical knowledge further. She does not help the children develop their knowledge about volume and capacity as they fill and empty bowls.
- The childminder supports children to become independent and develop their self-care skills. Pre-school children understand why they must wash their hands throughout the day and confidently put on their shoes and coats to go outside. They have opportunities to cut their own fruit. However, the childminder does not provide children with explanations to help them learn how to manage risks for themselves. For instance, children use child-friendly knives to butter their own sandwiches. The childminder does not explain to the children the potential hazards of using knives and not to put them in their mouths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her knowledge about safeguarding up to date. She confidently identifies possible signs of abuse. The childminder knows what to do should she have any concerns about a child's welfare or if an allegation is made against herself or family member. Additionally, the childminder is knowledgeable about other safeguarding issues, such as the risk to children of being exposed to extremist views and to female genital mutilation. The childminder supervises the children well and completes risk assessments of the home to ensure the children can play in a safe environment.

What does the setting need to do to improve?

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

- strengthen the implementation of the mathematical curriculum to better support

pre-school children's mathematical skills and knowledge, paying particular attention to capacity and volume

- provide pre-school children with explanations to help their understanding of potential dangers in their play, so that they can learn to assess risk and keep themselves safe.

Setting details

Unique reference number	260848
Local authority	Derby
Inspection number	10062433
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	10
Date of previous inspection	14 December 2015

Information about this early years setting

The childminder registered in 2001 and lives in Mackworth, Derby. 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 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 and the children and considered the impact these have on children's learning.
- The parents wrote testimonials for the childminder, so the inspector could take account of 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 the suitability of 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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