

Childminder report

Inspection date: 6 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have a warm and caring relationship with the childminder, who knows them and their families well. The childminder provides new children with tailored settling-in sessions. She gives them time to adapt to their new environment, helping them to feel safe and secure.

The childminder treats children as individuals and values their different needs, interests and preferences. She reflects this in the curriculum she delivers to them. For example, she recognises that some children are reluctant to engage in messy play and sensory activities. Therefore, the childminder plans experiences that encourage them to feel a variety of textures against their skin. For instance, children walk barefoot on grass and run their hands through sand, gradually building on their confidence.

The support children receive from the childminder with their personal development is strong. As a result, children are sociable and kind. The childminder consistently promotes good manners and helps children to be independent. Furthermore, children learn the importance of good oral hygiene through activities the childminder provides. For example, after children practise brushing a model of teeth, they pretend to brush a doll's teeth. The childminder uses the opportunity to extend children's learning, explaining that brushing teeth keeps them healthy and strong.

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

- Developing children's language is a high priority for the childminder. She provides commentary as children play to help them build a wide vocabulary. The childminder is quick to identify any children that need support with their developing speech. She ensures that children consistently hear the correct pronunciation of words through play and during routines. As a result, children are becoming confident communicators.
- The childminder supports children's health well. She provides them with healthy meals and fresh drinking water. The childminder gives children a choice of nutritious snacks, and they have daily access to fresh air and exercise. Children show they are developing good hygiene practices by washing their hands at appropriate times.
- The childminder notices children's interests and knows what she wants them to learn next. This helps her to make children's learning meaningful and enjoyable. That said, during some activities, the childminder does not extend or appropriately challenge all children's learning. For instance, children are provided with jigsaw puzzles that some children find too easy, and they do not receive any further extension to their learning.

- Children behave well and know what the childminder expects of them. They follow instructions and enjoy helping the childminder with routines, such as tidy away time. The childminder provides opportunities to encourage children to build friendships with their peers. Children seek out each other to share these experiences. For example, they gather around a sensory bubble tube. Children point and giggle at the pretend fish as they sink to the bottom and float to the top. Furthermore, the childminder displays photos of a recent outing the children embarked on. They spot their friends and recall what happened on the day.
- The childminder understands the importance of working in partnership with parents. She works closely with parents before children start to establish a secure understanding of children's care needs and development. The childminder regularly shares information with parents about their children's progress through daily verbal feedback and via an online app. However, partnership working with other settings is not fully embedded. Information is not routinely shared to help provide a consistent approach in supporting children's learning further.
- The childminder demonstrates commitment to her role and reflects on her practice. She completes training and builds new knowledge into her curriculum. For instance, the childminder completed a course about promoting children's mathematical development. She now uses more opportunities to encourage children to count and recognise numbers. Children hear spatial language as the childminder refers to objects being 'bigger' and 'smaller' and moving 'up' and 'down'. They are acquiring early mathematical knowledge in preparation for later learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 curriculum to ensure that all children receive experiences that offer appropriate challenge to suit their ability and to extend their learning further
- engage more effectively with other settings children attend to share information to support children's well-being and progression.

Setting details

Unique reference number	2611236
Local authority	Derbyshire
Inspection number	10309857
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 August 2023

Information about this early years setting

The childminder registered in 2021 and lives in Alfreton, Derbyshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

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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