

Childminder report

Inspection date: 10 October 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 thrive on the responsibilities that the childminder plans for them. For example, when the childminder's assistant takes children to visit the local shops, she asks them to select and buy fruit for their morning snack. This helps children to develop their confidence and decision-making skills. Children interact confidently with visitors and excitedly tell them that they have bought bananas and strawberries. The childminder extends children's knowledge of fruit as they look at and name different types.

Children build close, positive relationships with the childminder and her assistant. This is because they are warm and nurturing in their interactions with children. For example, children enjoy snuggling close to the childminder when they wake from their sleep. When children bump their knee, the childminder's assistant offers comforting words and reassurance, helping children to feel safe and secure.

Children's positive behaviour is supported very well by the childminder and her assistant. They remind children to share and provide clear explanations to help them understand what sharing means. For example, the childminder encourages children to consider if it is fair if they have more skittles than their friend. She helps younger children to grasp the concept of turn-taking, explaining that their friend is having a play first, then it will be their turn. This contributes to promoting children's friendships and social skills.

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

- The childminder and her assistant use observations and assessments to help to identify children's starting points in development. Children enjoy the range of activities that the childminder plans for them. The childminder provides activities around children's interests and what she wants them to learn next. As a result, children are focused and engaged during play.
- Children's independence skills are promoted well by the childminder. For instance, at snack time she helps children to use a knife safely to cut their banana. The childminder encourages children to carry out other tasks independently, such as drying the outdoor equipment and helping to wash the toys.
- The childminder and her assistant are good role models. They provide children with gentle reminders to support them to use their manners. Children show respect and share the achievements of others. For instance, when children knock down skittles during a bowling game, their friends shout, 'You did it, you are a superstar.'
- The childminder provides children with healthy and nutritious snacks, to support their physical health. She develops children's understanding of the impact of

food and drinks on their bodies. For example, she talks to children about how drinking milk makes their bones strong.

- The childminder makes effective use of stories and singing to support children's communication and language development. For example, children sit closely to the childminder as she enthusiastically and clearly reads stories to them. The childminder uses hand puppets to maintain children's interest as they sing songs together. This helps children to widen their vocabulary and hear the correct pronunciation of words.
- The childminder updates her knowledge and skills through attending mandatory training and receiving updates from the local authority. This helps her to keep her knowledge of how to keep children safe and promote their health current. Nevertheless, the childminder's self-evaluation of practice and provision is still in its infancy and does not yet fully identify strengths and areas for improvement to further develop learning outcomes for children.
- Children benefit from the physical play opportunities provided by the childminder. For example, children practise using the muscles in their hands as they cut and stick during a craft activity. The childminder's assistant supports this by showing children how to hold the scissors correctly, promoting their safety. Children use their strength and large muscles to climb up the steps of a slide and smile with excitement as they slide down.
- The childminder works effectively with parents, helping to provide consistency in children's care and learning. She regularly discusses children's achievements, routines and care needs with parents. For example, the childminder shares information about children's progress with toilet training.
- The childminder provides informal support to her assistant and they work well together. However, this support is not yet fully established to develop the assistant's confidence and knowledge in helping children achieve the best possible learning outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a clean, safe and secure environment. She implements appropriate measures to ensure children's safety when they are around the family dog. The childminder and her assistant attend safeguarding training and can confidently identify and report any concerns they may have about children's safety. This includes how to identify female genital mutilation and what action to take if they have concerns around this. The childminder and her assistant have sound knowledge of the action to take if an allegation of abuse is made against themselves or a member of the household. The childminder gathers information from parents to identify and meet children's individual health and care needs.

What does the setting need to do to improve?

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

- use self-evaluation to help to raise the quality of the provision and learning outcomes for children
- strengthen the support and monitoring of the assistant's practice to help them develop their confidence and knowledge of how to support children's learning.

Setting details

Unique reference number	2617229
Local authority	Derby
Inspection number	10285881
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Chaddesden, Derby. The childminder regularly works with one assistant. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a suitable level 3 qualification.

Information about this inspection

Inspector
Mel Walker

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 inspector observed the interactions between the childminder and the assistant, and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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