

Childminder report

Inspection date: 11 July 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

The strong attachments that children have with the childminder gives them the confidence to freely explore their surroundings. They are curious and show their joy when, for example, they pop bubbles, giggle and exclaim, 'They are rainbows.' Children trust in the childminder to catch them as they go down the slide and to offer them warmth and cuddles when they are tired or a little upset.

The childminder firmly believes that children learn best when their interests are followed. Because she knows the children very well, they become engaged in the activities that are on offer. Children are happy to play alone or together, with the childminder being on hand for support and guidance. For example, when playing in the play kitchen, a four-year-old child makes a pretend birthday cake. Knowing that the child particularly enjoys early maths, the childminder uses the opportunity to talk about shape and number. The child remembers the triangle shape and the number four, joyfully saying, 'I am four.'

Language is a focus for the childminder, and the children use their voices well. Toddlers babble in a meaningful way and older children are using some complex sentences to express themselves. However, there are occasions when the childminder's conversations with older children are a little closed and require only one-word responses from the children.

Children behave well. While they have their own distinct personalities, the childminder respects them as individuals and helps them to understand basic rules, such as taking their shoes off after being outside. Also, toddlers are sensitively learning about playing together and sharing resources.

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

- Children learn and remember because the childminder connects activities. For example, children enjoy watching cocoons and are patiently waiting for them to become butterflies. The childminder reads a story about a caterpillar that becomes a butterfly, and children link the two activities. They thoroughly enjoy following up the story by recalling and 'reading' the story aloud themselves.
- The childminder uses what she knows about the children to build on their existing knowledge. For example, knowing that a child was initially shy and lacked confidence, the childminder gave the child experiences where they could meet others and encouraged the child to do tasks for themselves to build their confidence. While the curriculum intent and implementation method is well thought through, there are occasions when an activity is carried out in a way that suits older children well, but younger children are not as deeply engaged and so do not benefit as much from the activity.

- The childminder prepares children well for school, which is a strong focus for the childminder. For example, children demonstrate good independence and self-care skills. Older children are becoming confident in using the toilet by themselves and have learned to zip up their coat.
- Children are learning to assess risk for themselves to keep safe. For example, toddlers are learning how to safely climb and use a step. Older children know how to use the outside swing safely and say, 'I know how to land it properly.'
- The childminder supports children who have special education needs and/or disabilities. She works with parents and others, where necessary, to ensure that children have the best experiences they can to enable them to make good progress.
- Children are offered a wide variety of outings to broaden children's experiences. The childminder takes children to the local library, the park and the local farm. She, then, follows up on some of these activities in the home by, for example, teaching children about baby animals, the sounds animals make and making ice cream with the children.
- The childminder has good relationships with parents, which support consistency for the children. Parents are very complimentary about the childminder and comment that their child has made good progress since being with her. They also feel the childminder communicates well and is an excellent care giver.
- The childminder is reflective and recognises that continuous improvement is important. She has joined some childminder support groups to share good practice and uses online resources to gain further information to support her practice and, in turn, to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is strong. She recognises situations where children may be at risk of harm and knows what to do if that risk occurs. She knows the children and the families well and understands to be alert to any indicators of risk within or outside the home. This includes, for example, indicators of potential radicalisation or inappropriate use of technology. She knows the procedures to follow should there be an allegation about herself or a family member. The home environment is safe and secure, and the childminder assesses risks on an ongoing basis to keep children as safe as possible within her home.

What does the setting need to do to improve?

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

- deliver learning activities more consistently so that they encourage all ages of children to become deeply engaged
- use discussion more effectively with older children to build on and extend their

more complex language skills even further.

Setting details

Unique reference number	2621677
Local authority	Derbyshire
Inspection number	10280930
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Hilton, Derbyshire. She holds a foundation degree in Early Childhood Studies. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sheena Gibson

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 and the inspector completed a tour of the home, and they discussed the safety and suitability of the environment.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder and to the children at appropriate times during the inspection and took account of their views.
- 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 spoke to a parent, viewed written feedback from parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023