

Childminder report

Inspection date: 26 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

Children are happy and settled in the childminder's well-resourced home. They confidently investigate resources from the natural outdoor environment and have daily fresh air. The childminder knows the children well and manages activities by adapting resources to meet their needs and interests. Children pass resources over to each other willingly, which the childminder positively acknowledges. Younger children move seeds with their hands and use tweezers with rubber grips to scoop them up. This promotes their hand-to-eye coordination. Older children sort out the different-sized and coloured seeds. They look at the formation for the word 'seeds' and are encouraged to blend the 'ee' sound together. This enhances their mathematical and literacy development. The childminder encourages children to link their play to prior activities of planting seeds outside and filling up bird feeders. This helps to consolidate their knowledge of the world around them.

Children have secure attachments with the childminder. They confidently ask her questions. The childminder encourages cooperation through age-appropriate conversations. Children work together to unzip a changing bag and take a nappy out for the childminder to use for a younger child. The childminder monitors them closely as they access the stairs. Children are developing self-help skills and an awareness of others' needs. The childminder praises children for their help with smiles and words of encouragement.

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

- The curriculum the childminder offers is guided by the seasons and the natural world. She offers 'nuggets of inspiration', introducing these to the children when they show an interest. Children show curiosity about the wings of a dragonfly. The childminder uses the word 'delicate'. This and other words that are introduced to the children are not always fully explained by the childminder in order for them to fully grasp the meaning.
- The childminder carries out purposeful research with the children using the computer. She closely monitors technology time for children. Children find out what a cuttlefish looks like. This helps them to foster knowledge through different sources of information.
- The childminder talks to the children about what will happen next during the day, for example washing their hands before starting to prepare the mid-morning snack. Children choose to have their snack outside. They are self-assured as they make this decision together as a group.
- Children giggle as they jump on the secure trampoline. They are reminded how to use the trampoline safely. This promotes their awareness of personal safety. They use the adult-sized swinging hammock to feel the relaxing, rocking movement.

- Children sow tomato, cabbage and sunflower seeds. They watch them grow and learn about the changes from planting to harvesting. The childminder helps children learn about the effects of planting for natural habitats, such as for butterflies and insects.
- Children wear appropriate clothing for playing outside. The childminder applies sun cream regularly, which ensures children are protected and kept safe. Children access fresh drinking water to keep themselves cool and hydrated.
- The childminder carries out visual risk assessments. However, there are times when amounts of small resources are not swept to one side, creating a potential tripping hazard.
- Children are learning to behave and share. The childminder is calm and polite. She is a good role model and embeds positive behaviour through the everyday conversations she has with the children. They are encouraged to share out food with each other.
- The childminder offers a balance of healthy snacks and foods, introducing new foods for children to taste. She tells children the different ingredients that make up certain foods. Children learn that falafel is made up from ground chickpeas and sweetcorn. This helps to broaden their knowledge.
- Children choose coloured crayons to create rainbow drawings. The childminder explains a teal crayon is a mixture of blue and green. When children point out the colour orange, the childminder links this to the colour of the marigold flowers in the garden.
- Children learn about the local environment by visiting shops and the library. The childminder helps children to develop positive relationships with people in these environments, including holding conversations with the shopkeepers, to enrich their knowledge of their local community.
- Parents comment about the regular feedback they receive which helps them to understand what their children have been learning and have been involved with. They express that their children enjoy playing in the garden area.
- The childminder is passionate about developing aspects of her outdoor area. She reflects on training and knowledge she is gaining from her university studies in order to deepen children's learning. She recognises the importance of her own well-being and managing her workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the steps to take should she believe a child is at risk of abuse. She can recognise signs and symptoms of abuse and understands how and where to report any allegations of abuse. She keeps a list of local authority contact details up to date and readily accessible. The childminder understands cultural aspects of safeguarding and what may give her cause for concern. She keeps her safeguarding knowledge current through training. She completes visual risk assessments and monitors children as they play inside and outside.

What does the setting need to do to improve?

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

- keep the floor space free from small resources which could pose a tripping hazard
- consistently extend children's vocabulary with age-appropriate explanations when introducing new words.

Setting details

Unique reference number	2627101
Local authority	Derbyshire
Inspection number	10295621
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 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 2021 and lives in Alfreton, Derbyshire. She operates Monday to Friday all year round, except for bank holidays and family holidays, from 7.30am to 6pm. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector
Angela Eden

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about children's learning, with a particular focus on the outdoor environment.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector took account of the views of parents from written comments.
- 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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