

Childminder report

Inspection date: 1 August 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 receive reassurance from the childminder when they become upset due to unfamiliar visitors in the home. This helps to provide children with comfort, supporting their emotional well-being. The childminder further supports children during outings. For example, she gives children clear explanations about what to expect and the people they will see. This helps children to prepare for any changes they will face and to feel secure in the childminder's care. Children understand the childminder's expectations for their behaviour. For example, they receive gentle reminders to tidy up toys before the routine changes. This helps them to understand the childminder's rules and to take responsibility for caring for the environment.

Children are supported with their speech development. For example, if they say words incorrectly, the childminder repeats the word so they can hear the correct pronunciation. Children receive an exciting range of toys and resources to ignite their interests. This includes the childminder providing them with a bubble mixture to play with outside. The childminder plans this activity to help children to learn patience as they learn to use bubble wands to make bubbles with the mixture. Children show a sense of achievement when they persevere and are excited to tell the childminder, 'I did it'.

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

- The childminder encourages children to solve problems in their play. For example, she asks children to attach puzzle pieces together. Children are encouraged to work cooperatively with their peers to complete this task. The childminder offers children encouragement, such as 'you can do it', and gives them instructions, enabling children to complete the puzzles.
- When children first start attending, the childminder gathers information from parents about their children's abilities. She uses this information and her own observations and assessments of children's abilities to plan activities to support children's development. The childminder also finds out about children's interests and incorporates these into children's play. For example, when children need to develop their physical skills, the childminder knows children like to play football and plays this game with them. This is to help children develop their balance and coordination.
- Children have opportunities to develop a love of books. They independently select books and take them to the childminder to read. The childminder uses different tones in her voice when she reads stories. This helps to capture children's interests, and they listen and follow the story well.
- The childminder takes children to visit places of interest in the community to broaden their knowledge. For example, they go to visit caves, where they

explore and learn what animals might live in a cave/ She also takes them to playgroups to provide them with opportunities to develop their confidence in different social situations.

- The childminder offers children nutritious foods, contributing to a healthy diet. However, she has not considered developing her knowledge of how to support children to embed their understanding of the importance of oral hygiene.
- The childminder talks to parents daily about their children's learning and sends them photos of activities children enjoy. She encourages parents to continue their children's learning at home. For example, she shows them stickers that children like to use. Parents purchase the same stickers for children to use at home, helping to develop their perseverance and muscles in their hands when they peel the paper from the back of the stickers. This partnership working with parents helps to provide consistency in supporting children's learning.
- Parents like the homely environment where their children feel comfortable and safe. They say their children are developing new skills, such as saying longer sentences and confidently counting.
- The childminder helps children to learn how they can keep themselves safe. For example, she talks to them about road safety, 'stranger danger' and the importance of not touching dogs if they see them in the community.
- The childminder finds out about children's experiences at home. She uses this information to make changes to the environment to enable children to follow their interests. For example, when children show an interest in dinosaurs, she provides dinosaur toys and books about dinosaurs for children to access independently in their play. This means that the improvements she makes to her provision have a positive impact on the learning experiences children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She ensures that her assistant understands how to identify the signs of abuse, including if children are being drawn into radicalisation. The childminder carries out risk assessments in her home. She uses safety equipment, such as safety gates, to stop children from accessing the stairs in her home unaccompanied. The childminder securely fastens children into age-appropriate seats to enable them to sit safely together during snacks and mealtimes. The childminder maintains a clean and tidy home. This helps to provide a safe space for children to play.

What does the setting need to do to improve?

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

- strengthen professional development to help increase knowledge of how to help all children develop an understanding of the importance of oral hygiene.

Setting details

Unique reference number	2638938
Local authority	Derbyshire
Inspection number	10295720
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	18
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Whitwell, Worksop. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant during some days of the week.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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