

Childminder report

Inspection date: 14 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting eager to engage in activities. They are confident and comfortable with the childminder, which enables them to easily part from their parents. The childminder has a very calm manner and talks to children in a quiet and friendly tone of voice, supporting their emotional well-being. Children are kind to each other, and the childminder encourages older children to help their younger friends. For example, older children play alongside younger children in the role-play café and show them how to pour a pretend cup of tea.

The childminder has created an engaging learning environment in her home, where children can safely choose what they would like to play with. Children are curious and motivated to learn, as the childminder plans activities that follow children's interests. They enjoy a wide range of resources that are appropriate to their age and stage of development. Children enjoy exploring different noises they can make with percussion instruments. The childminder supports children's personal, social and emotional development as she helps them to learn to share and take turns with the instruments. The childminder is consistent in explaining expectations of behaviour, which supports children to learn about being kind and caring. Children understand the routine of the day and know they must put on their coats before going outside and wash their hands before snack.

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

- The childminder spends time getting to know children and their parents through a gradual settling-in process. She gathers information about children's care routines so that she can replicate these while the children are in her care. This enables children to become familiar with their new environment and start to build relationships with her and the other children in her care. However, the childminder does not fully explore what parents know about what their children already understand and can do.
- The childminder is enthusiastic and actively joins in with children's play to enhance their learning. She sits at the children's level and provides ideas to develop their self-chosen play. On occasion, however, the childminder moves children on to the next activity too quickly. Therefore, sometimes they do not benefit from a full learning experience.
- The childminder supports children's literacy skills well. She plans regular times to share stories and chooses books she knows will interest the children. For example, young children cuddle up to the childminder to look at books and turn the pages. The childminder supports older children to understand new vocabulary. For example, she explains words that describe how the characters are feeling, such as peaceful.
- Children's behaviour is consistently good. The childminder is an excellent role

model, so children are polite, understand her high expectations and learn to manage their emotions successfully. Children make good relationships with each other and learn to share and take turns. They learn to manage their self-care independently. For example, older children confidently put on their own coats and shoes and go to the toilet, which ensures they go to school capable and confident to continue their development.

- The childminder has developed extremely positive relationships with parents. She provides them with regular updates about their child's day and shares how well they are progressing. Parents are extremely happy with the care and learning opportunities their children receive. They feel assured that their children are having a lovely time and that their individual needs are being met.
- The children have many opportunities to be physically active. The childminder plans activities for children to kick balls and enjoy races in her garden to develop their large muscles. Children enjoy dancing to music and moving their bodies in different ways, such as crawling and slithering, developing their coordination. The childminder supports children's fine motor skills with opportunities to make marks on a chalk board and click maracas to make music.
- The childminder understands the importance of reflecting on her practice. She considers how different activities and the environment impact on children's development and ability to settle at her home. The childminder is passionate about her role and uses her knowledge of child development to support children's progress. For example, she uses local playgroups to extend children's ability to build their social skills.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2649539
Local authority	Derbyshire
Inspection number	10335568
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	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Swadlincote, Derbyshire. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children, parents and the childminder. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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