

Childminder report

Inspection date: 29 November 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 show positive relationships with the childminder. For instance, the childminder welcomes children into her arms when they want a cuddle, helping them to feel safe in her care. Children are encouraged to try to do things for themselves in their play. For example, when they struggle to open a container, the childminder uses words to describe what children need to do and gives them time to complete this on their own. The childminder gives children praise when they open the container, celebrating their achievements.

Children have opportunities to be physically active. For example, the childminder supports children to extend their knowledge of yoga, helping them to develop their core strength and concentration. Children copy the childminder and move their bodies into different poses. This includes children moving their feet to near their ear and pretending their foot is a phone. Children develop their mathematical skills, such as their understanding of speed. For instance, when children pass a ball to and fro with the childminder, she talks to them about passing it slow and fast. When children sit on the floor, the childminder asks them to roll the ball between them, modelling how to do this, encouraging children to learn how to share and take turns.

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

- The childminder extends her professional development. For example, she attends webinars to increase her knowledge of how to support children's communication and language skills. The childminder uses her knowledge from training to ask children a good range of questions, encouraging their thinking skills.
- The childminder helps children to learn about similarities and differences. This includes helping children to develop their knowledge of why people wear glasses. Children have opportunities to play with toys and resources that help them learn about different occupations. For example, children dress in pretend police officer clothing and role play being a hairdresser using brushes on the childminder's hair.
- The childminder gathers information from parents about children's prior learning when children first start. She gathers information about children's development from other early years settings the children have attended. The childminder uses this information, as well as her own observations and assessments, to give her a full picture of children's abilities. She uses this knowledge to plan for children's development.
- Parents comment positively about the childminder and the care and learning she offers their children. They appreciate the healthy meals she gives their children and how it encourages them to be more adventurous with their eating at home.

The childminder shares information with parents about children's care, learning and achievements. This helps to keep them informed about their children's day.

- The childminder has rules and boundaries in place in her home, helping children to understand what is expected of them. This includes reminding children to use their 'walking feet' when they begin to run indoors. Children tell visitors that they receive a 'heart' when they do something good and are kind. This is a heart-shaped piece of paper that the childminder gives children to attach to a wall display to recognise their achievements, helping to raise their self-esteem.
- Children are asked to take responsibility for caring for the environment. For example, the childminder asks children to put away specific toys when it is time to tidy them away. This gives children individual tasks to complete to help them to focus during this daily routine. However, occasionally during other activities, such as group times, the childminder does not maintain children's focus as effectively. This results in children becoming distracted by other toys and noises around them and not fully benefiting from the learning that is being offered.
- The childminder encourages children to be independent. She speaks to parents about supporting this aspect of children's development at home to help provide consistency for children. The childminder gives children an open cup to drink from at an early age to encourage their self-care skills. Children put tissues in the bin and use a step in the bathroom to wash their hands by themselves before they eat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how they can keep themselves safe. For example, she talks to children about keeping their bodies private. She helps children to understand who to go to if they encounter potential hazards when they use the internet at home. The childminder maintains a safe and clean home. She carries out safety checks to help remove any identified hazards for children, including identifying that parts of her garden are not safe for children to access in the winter months. The childminder knows how to identify potential signs and symptoms of abuse. She knows the appropriate agencies to contact if she has concerns about a child's safety.

What does the setting need to do to improve?

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

- find ways to encourage children to remain focused during group activities so they can benefit from the learning offered.

Setting details

Unique reference number	2651792
Local authority	Derbyshire
Inspection number	10308697
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Swanwick, Derbyshire. She operates during term time and occasionally in the school holidays from 7.30am until 6pm, Monday 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

Hayley Ruane

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 setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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 and evidence of the suitability of persons living in the household.
- Written 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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