

Childminder report

Inspection date: 10 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 childminder is warm and welcoming. She ensures children feel happy, confident and are well settled in her care. Children form positive bonds with the childminder and show a strong sense of belonging. They behave very well and have a positive attitude to their learning as the childminder reminds them about using 'kind hands'. The childminder talks to children as they play to encourage them to concentrate well for their age.

In the well-organised playroom, older children delight in joining in with actions and words from their favourite songs and familiar rhymes. The childminder provides resources, such as ducks, to support them in singing about five little ducks. The children count how many ducks are left when one swims off, developing their mathematical skills.

Children are excited to explore new learning and choose freely from a wide range of stimulating resources. They giggle excitedly as they add resources to the sand tray. The childminder's assistant shows them how to use a spade to fill the moulds with sand, developing their small-muscle skills ready for future learning. The childminder supports them to use their senses in their play as they smell the soap before washing the dolls.

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

- The childminder gives children opportunities to lead their own play as well as planning adult-led activities. She uses children's interests and next steps to plan activities and experiences. For example, she develops their imagination as they play outside in the castle. She interacts with the children during their play or planned activities to extend their learning beyond what they already know. Children freely explore the environment, choosing what they want to use in their play.
- The childminder models good language and communication. She talks to the children throughout the day. She listens and responds to them. As she reads books, she involves children in the story. For example, she asks if they can make a grumpy face like the camel as they read 'Dear Zoo'. However, the childminder sometimes does not successfully support quieter children to use language they know as the childminder allows more vocal children to dominate conversations.
- The childminder supports children to gain a good understanding of mathematics as they play. Children confidently count and discuss colour as they make pretend cakes with play dough. They count the shapes they have cut out to decorate their cakes and name the shapes. The childminder supports children to develop skills to support their future learning.
- Children enjoy a range of outdoor activities, which supports their physical

development and love of being outside. They enjoy pushing cars along with their feet, building with large bricks and climbing up steps.

- Children are enthusiastic and active learners. They eagerly seek out their favourite resources, such as potato heads to which they add facial features. The childminder encourages children to cooperate well with their friends during activities. She is a good role model and offers specific guidance and encouragement. Children learn to be polite, kind and respectful. They copy the childminder's support for their achievements when they praise her efforts as she plays alongside them.
- The childminder communicates verbally with parents daily and builds a positive relationship with them. For instance, at the end of each day, she tells them about how children's care needs have been met and play activities they enjoyed. However, she does not yet use more effective ways to share information to strengthen the link between learning at the setting and learning at home.
- The childminder is reflective about her practice and knows what she is doing well and what she would like to do next. She attends training with a co-minder to further develop what she provides for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to safeguard children in her care. She and her assistant regularly update their safeguarding knowledge. The childminder confidently explains the possible signs of abuse. She knows how to report concerns about children's welfare. The childminder understands the need to report any allegations made against herself or her assistant. She ensures that children play safely, both inside and outside. Children learn about keeping themselves safe from harm. For example, they routinely join in with tidying up resources after activities, to minimise the risk of trips and falls.

What does the setting need to do to improve?

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

- strengthen opportunities to build on all children's existing communication and language during the day
- improve the sharing of information with parents about children's learning and ideas about how they can support children to learn at home.

Setting details

Unique reference number	2652871
Local authority	Derbyshire
Inspection number	10301876
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Ripley, Derbyshire. She works with an assistant and co-childminder. She provides care Monday to Friday, from 7.30am until 5.45pm, all year round, except for Christmas and bank and family holidays.

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 and childminder. She also took account of the written 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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